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ABSTRACT

This journal, a publication of the National Council of Teachers of English Conference on English Leadership, publishes articles on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Articles in Volume 21, Number 1, August 1998 are: "Problem-Based Leadership: A Recipe for the Care and Feeding of Staff" (Carol Gladstone); "If Johnny Can't Spell" (Carol Jago); "Opportunities to Succeed: Guiding Students through the Process of Scholarship Application" (Robert Perrin); "Leadership for the Next Century" (J. Donald Woodruff, Jr.); and "Leadership and Achieving Success" (Jacqueline L. Frierson). Articles in Volume 21, Number 2, October 1998 are: "CEL Anniversary History" (Mary Ellen Thornton); "Thunder of What You Do versus the Whisper of What You Say" (Richard P. DuFour); and "Three Types of Secondary-University Conversations": "Introduction" (Nancy Traubitz); "The Secondary Perspective" (Joanne E. Langan); "The University Perspective" (Joan L. Thompson); and "The Student-Teacher Perspective" (Monica Johnson). Articles in Volume 21, Number 3, February 1999 are: "Mentoring" (Donald Shafer); "Learning and Leading Learning: A Vision for Professional Development" (Thomas Murphy; Elizabeth Combs; Ray Jorgensen); "Earthquakes, Leviathans, and Plagues of Frogs: Improving Public Education" (Brian Ladewig); and "On Writing What We Read, and Practicing What We Preach" (Kathleen M. Puhr). Articles in Volume 21, Number 4, April 1999 are: "Taking the Groan out of Grammar" (Robert J. Daria); "From Classicism to Romanticism: A Research Project" (Franz Vintschger); and "Winning the War of Words: Improving Our Students' Spelling" (Karen Schramm). (NKA)

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Henry Kiernan, Editor

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Quarterly

Conference on English Leadership

Leadership for Excellence

▶ IN THIS ISSUE

Problem-Based Learning

by Henry Kiernan, editor

When the manuscripts arrived for this issue, the range of topics demonstrated the depth and complexity of the problem-solving process. Problem solving begins in individual classrooms, the place where solutions are determined and implemented. The problem-solving process rests within individuals who execute critical decisions about learning and achievement. Problem solving also extends to department and school initiatives where individual and collective leadership transform ideas into action.

While the overarching theme of this issue looks at problem solving and its effect on learning from the perspective of teachers and leaders, the one shared strand that appears is the press for success. The old adage, Success Breeds Success, applies.

It was refreshing to review the work of Carol Gladstone, who begins the issue with a recipe for success based upon her experience as a supervisor. Carol Jago's story about teaching spelling to ninth graders brings to this issue's theme the delightful and humorous "reality check" it deserves. (If you enjoy Carol's work here, you need to read her essay, "A Teacher's Adventures in Standardsland," *Phi Delta Kappan*, May 1998, p. 685.) Robert Perrin's essay guides students through the process of developing successful scholarship applications. I guarantee that it will be used this fall for our own students. Don Woodruff and Jackie Frierson, two leaders who represent the independent suburban school and urban public school respectively, conclude the issue with a focus on leadership style and personal reflections that guide us toward success. Their work reminds us that only leaders who have solid experience in making judgments about best practices should be influencing those who haven't had those experiences. In the search for these mentors, leaders gain new knowledge from the wisdom of practitioners.

"Life is a path you beat while you walk it," wrote the poet Antonio Machado. It is never the path that makes the walk. It is the walking that beats the path, the individual commitment toward working with and through others to achieve a common mission that leads us toward solutions and eventual success. ●

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Editor's Note: This issue of *English Leadership Quarterly* is the first in Volume 21. Volume 20 was a short, two-issue volume that allowed for a smooth transition between our old and new publication schedules. Beginning with this, the August 1998 issue, *ELQ* will appear in August, October, February, and April; in addition, *ELQ* will be numbered in volumes based not on the calendar year but on the academic year.

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Problem-Based Leadership: A Recipe for the Care and Feeding of Staff

by Carol Gladstone, Morris High School, Bronx, New York

As I sit at my computer to write this article, I am reminded of the cartoon depicting an X-ray technician who looks at a patient with a volume in his chest and says, "I see a book in you!" How often have we as educators said, "I could write a book about . . ." when a problem is gnawing at us? How often have we heard interviews with authors who said, "Writing this book was a very restorative process"? Those of us who are aware of the therapeutic value of writing about painful or negative experiences use it as a tool through diaries, journals, unsent letters, and unpublished works. In my 33 years as an educator, I have often turned to others and examined past experiences to work my way out of what I thought were insoluble problems associated with being an assistant principal caught between an administration and the teachers I supervised. Now, near the end of my public school career, I have a book in me, a story to tell, not unlike Thomas Mann's *A Death in Venice* or George Orwell's *1984*, which might serve as a warning or wake-up call. Over the course of my professional life, I have worked for 5 assistant principals and 15 principals. What I learned about leadership styles involves mostly what *not* to do. In problem-based leadership, I must find how to get students educated and have the people on the front lines, the teachers, do an effective job with the population they have. Putting my experiences on paper focuses solutions to problems by making rational thought processes and avenues of action tangible.

Good educators know about creating an atmosphere in a classroom that is safe, warm, and nurturing. We develop rapport through respect, encouragement, incentives, challenge, and celebration of successes big and small. We applaud risk taking and critical and creative thinking in our students. The same is true for teachers. As an intermediate supervisor in the New York City high schools for the past 13 years, I have taught my own classes and provided leadership for my department and other faculty members in the school. Those principals who were supportive made my life and my efforts easier; those who were not, plagued my very existence. I take pleasure in channeling my own creativity and energy into outcomes that put everyone in a win-win situation. My recipe for success focuses on what to do.

Leadership Style: What Works for Me

Be a facilitator. I give teachers the tools they need to do a good job. As a supervisor, I make sure teachers have sufficient books, paper, supplies, duplicating facilities, and functional equipment available. And, since teachers need ongoing, meaningful, practical training to polish their craft and to change and grow, I serve as an advocate, working to ensure that the administration provides on-site staff development, inservice courses, release time for professional conferences, and incentives for teachers to further their education.

Be a democratic leader. I ask staff what they need and what they want. I have found that autocratic leadership infantalizes staff and produces automatons who follow administrative edicts unquestioningly. Reasoning faculty in schools run by autocratic leaders soon learn that their opinions don't count, and, subsequently, their voices go unheard.

The Conference on English Leadership (CEL) of the National Council of Teachers of English is an organization dedicated to bringing together English language arts leaders to further their continuing efforts to study and improve the teaching of English language arts. The CEL reaches out to department chairs, teachers, specialists, supervisors, coordinators, and others who are responsible for shaping effective English instruction. The CEL strives to respond to the needs and interests germane to effective English instruction from kindergarten through college, within the local school, the central administration, the state, or the national level.

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Anger and frustration build to a fever pitch while learning and teaching processes are undermined.

Be a sensitive coach. I listen twice as much as I speak because I have two ears and one mouth. I need to be aware of the personal and professional problems of staff and act accordingly. Staff development cannot be a blanket formula or one-shot deal. In addition to grouping staff with common needs, such as basic pedagogical skills for beginners, as a teacher trainer, I must consider years of experience, interests, and needs in individualizing programs. Thus, someone who loves writing may become the advisor to the school newspaper, literary magazine, or yearbook. The person whose background and interests lie in theater might be the best drama coach. Jaded teachers may be renewed by tapping into what they like to do.

Be a team player. I realize that the group is smarter than any individual in it. Good leaders design activities to take advantage of the synergy of the staff. The first step towards success is setting goals and working backwards from there. An astute principal once told me, "If you don't know where you're going, any road will take you there." I have always had a vision of where I wanted to be in six months, a year, five, and ten years from now. I have planned department conferences from a calendar of activities written at the end of the previous school year. I plan units backwards from where I want my students to be at the end of four to six weeks. At the beginning of each term, staff who want and need my help set an agenda for weekly teacher training sessions on school time so they can polish and perfect their repertoire of teaching strategies.

Be a cheerleader. I know that people of all ages need encouragement. I meet regularly with students or faculty in the process of completing a complex task. I focus on what is good about the project and suggest ways it might be improved. Depending on the person's expertise, I will offer concrete help or simply reaffirm that the

> ***I catch people in the act of doing something right and let them know about it.***

teacher or pupil is on the right track. I take the time to write thank you letters and letters of praise. I buy token gifts and cards or bake some confection for youngsters and staff who have improved, risked, or achieved.

Celebrate success. I have heard the expression, "Nobody remembers what I do right and nobody forgets what I do wrong." I do not look for and comment only on picayune errors to show how smart I am. I catch people in the act of doing something right and let them know about it. In addition to cheerleading, I publicize success. Sharing good work engenders more achievement, appreciation, and loyalty. It also is the most effective way to bring skeptics on a bandwagon rolling towards a goal. I publish "Bright Ideas," a quarterly department magazine in which teachers share ideas. I nominate candidates for New York State Teachers of Excellence and Bronx Teacher of the Year and attend ceremonies celebrating good work. I have a "Feature the Teacher" portion of the department meeting in which a teacher presents the professional topic of the month from his/her own repertoire. I ask especially effective teachers to present at professional conferences. I have ceremonies and culminating activities for student projects to which I invite press, media, community partners, the school newspaper, the superintendent, administrators, parents. I publish articles and share them with appropriate personnel.

Lead by example. I never ask my staff to do anything I wouldn't do myself. Thus, if I want teachers to abandon chalk and talk for student-centered teaching, I model cooperative learning, literature circles, collaborative writing, project-based teaching, and performance assessment in my own classroom and invite teachers to observe and critique my lessons as I do theirs.

The Problem

When the idea for this article first began percolating in my brain some two months ago, I thought, "Aha! I'll do an expose of everything that is wrong with the schools. I have the inside track." I wanted revenge for all the diabolical administrators who exacted their pound of flesh, stifled me, and left me dying on the vine. Instead, I remembered the lessons in *Hamlet* and the Ben Ames Williams' short story, "They Grind Exceeding Small." I have also read enough psychology books and had sufficient life experience to know that no one gets me angry. Fury and frustration are feelings I choose to impose upon myself. If I focus on the negative, I am left with an afterburn. I choose to look at what I can do instead of what I can't. Consequently, the solution to my problem lies within me.

When I am in an impossible situation, I think my way out of it in a fight-or-flight response. I list my options because I begin to think more clearly once I see my alternatives on paper. Then, I channel negative feelings into positive action by examining the areas over which I have control. I cannot make a petty, insecure, power-hungry, short-sighted principal see the big picture about how such behaviors undermine morale. I cannot teach anything to someone who knows everything. What I can do is minimize my exposure to ineffective leaders through avoidance until another job arises or retirement approaches. I can unwind through proper diet and exercise. I can choose to work only at school and make a life for myself away from the classroom and the office. I can write my own recipe for success about what works for me as an effective leader. After all, no one tells the baker to leave out garlic and onions when making a chocolate cake. Recipes list ingredients to include. Problem solved! ●

If Johnny Can't Spell

by Carol Jago, Santa Monica High School, Santa Monica, California

Given that it had been 19 years since I last taught ninth grade, I approached September with a certain trepidation. Would 14-year-olds be hard to handle? I couldn't remember the last time I had a discipline problem, but freshmen are notorious for being the worst-behaved students on campus. What would I do if someone threw a spitwad? How should I react if they horsed around or yelled out the window? What if no one did the homework? Thinking ahead, I experimented in the shower with various tirades sure to strike terror in the heart of any miscreant.

Ever the optimist, however, I began the first day of class by asking my 20 young charges to tell me about themselves as a student. I wanted to know what weaknesses they perceived in themselves as readers and writers. My thought was that their observations could inform my lessons. What they wrote was impressive. Maybe it was opening day determination speaking, but every one made serious suggestions about areas that needed work. Most wrote that they needed and wanted to improve their skills.

While encouraged by their positive attitudes, I went into a mild state of shock over the mechanical errors in the papers. One student wrote, "I'am not a vary good spiller and I whant to work on that." Another articulate and able girl's paper read, "I really have a passion for writting poetry and storys. I would like to learn more tecqnics." Instead of worrying about class control, I should have been teaching myself more about spelling. If I couldn't help these students improve, and soon, I feared they would forever be dismissed as semiliterate.

Spelling instruction has to be specially tailored for teenagers. Many of their errors have been reinforced through years of repetition. Some students have developed a habit of careless spelling. Each one has a unique set of common misspellings. In addition, many students feel that any effort over and above running spell check is a waste of their precious classroom time. I decided to begin with diagnosis.

Using a pretest made up of commonly misspelled words, I attempted to identify those students who clearly did or did not need systematic instruction in spelling. To avoid over-looking students who might be able to score well on a test but still spell poorly in their writing, I told the class that only those students who earned an A on the pretest and turned in an orthographically competent first essay could work at the computers while the rest of us focused on spelling.

The instructional challenge was to concoct ways of having students practice spelling these words correctly without turning the lesson into copywork.

I then had the bulk of the class make up personal spelling lists from their errors on the test and essay. The instructional challenge was to concoct ways of having students practice spelling these words correctly without turning the lesson into copywork. Nothing is more likely to incite misbehavior in a teenager than an assignment reminiscent of third grade. I also knew that memorizing spelling demons was only one part of what we needed to accomplish. I had to help students develop the habit of mind of a careful speller. I showed them the spelling dictionary that I keep in every desk I use. We practiced proofreading one another's papers specifically for spelling. I asked them to underline words in their own drafts that they thought might be misspelled. Everyone learned how to use a spell check program. I let them know that when I ran a spell check on this essay, the computer found two misspelled words. They were not typos, either. I wanted these students to understand that for some of us, perfect spelling without assistance will never be possible. A good speller is someone who knows how to get appropriate help.

Supermodel Linda Evangelista recently remarked that, "It was God who made me so beautiful. If I weren't, then I'd be a teacher." Now I have never strolled down a runway and so may be quite mistaken, but it seems to me that teaching requires a great deal more divine intervention than posing. Some days imparting even one thing to one child feels like a minor miracle. I suppose it's possible that supermodels have special insight into how to teach children and that were they not so beautiful, education would benefit enormously from their contribution. For the time being, however, I would advise Linda Evangelista to keep her day job.

Me, I'll keep teaching ninth grade. And in case you were wondering, my blood-chilling speeches about classroom order remain undelivered. ●

Opportunities to Succeed: Guiding Students through the Process of Scholarship Application

by Robert Perrin, Indiana State University, Terre Haute, Indiana

"Mr. Perrin, Mr. Perrin, I need to talk to you," shouted Jack through the crowded between-second-and-third-hour hallway. I stopped, coffee cup in hand, and turned to look for my brightest student. He was flushed with excitement, and his eyes were sparkling as he zigzagged through the clusters of students.

"So, what is it?" I asked, amused, as always, by Jack's tendency to be dramatic.

"I've got an interview—an interview for a scholarship!"

"Jack, that's great," I replied. I was not surprised, though, because Jack was, without question, the most promising student I'd had—multitalented, eager, hard working, enthusiastic, thoughtful, and responsive. But Jack was other things, too: he was, shall I say, "rough around the edges," slightly smug, limited in his experiences, and hampered by his family's disinterest in things educational. He was the kind of student that teachers like me want to adopt—to urge him past his limitations so that he can reach his potential.

"God, what do I do? What do I wear? How should I act?" I'm sure Jack wanted to ask at least a thousand other related questions—he was always interested in detail—but we both had to head to class. Nevertheless, for the next few weeks we spent some time each day after school trying to prepare him for his interview.

Jack did get the scholarship, and he has lived up to his promise. I left high school teaching, went to graduate school, and now teach English at a midwestern university. But this vision of Jack returned to me this spring as I helped select the University's Presidential Scholars.

I met many wonderful, promising students. I also met students who, perhaps, were promising, but it was hard to tell because they didn't seem to know what to do, how to behave, or what to say. And as I tried to draw these students out, I kept thinking to myself, "Is this student a younger version of Jack . . . but a Jack who had no one to go to for help? Will this student, no matter how promising, be 'out-performed' by someone with more polish?" It troubled me that day, and it troubles me still, that in some ways "presentation" may enfranchise some students more than others. Yet it's a fact of life, especially scholarship life.

Now I have a mission: I want to ensure that students who need help with preparing for scholarship applications and interviews can get it—from their English teachers, of course. To that end, I've culled these observations—a small set of recommendations, really—from a decade of reacting, sometimes formally and sometimes informally, to scholarship deliberations.

Completing Scholarship Applications

The application materials that students present for scholarships provide the "baseline" impression of the candidates. As such, they must be completed carefully.

Type the application. Although most applications advise candidates to "type or print," typing is really the best option. Typewriters are not as readily available as computers these days, but students should go to the trouble to track them down. Hand-printed materials may be legible, of course, but they simply don't look as professional as typed versions do.

Proofread and correct carefully. I used to think that as an "English type," I was probably more attuned to matters of editing than other people, but this year's scholarship deliberations made it quite evident to me that people in all disciplines are annoyed by flawed materials. Consequently, students need to attend carefully to technical matters—and teachers ought to help, too.

Provide an activity résumé. Unless an application explicitly forbids it, students should include a well-formatted listing of activities on a labeled, separate sheet—divided by year or type of activity. Such summaries make it possible for committee members to get a sense of students' full ranges of activities without having to sort through the various portions of the application forms. These supporting materials simplify the review process, and that enhances candidates' cases.

Highlight major activities. When possible, students should describe their involvement and special roles in activities, avoiding the senior yearbook block-listing of unexplained activities. Quality of work is more important, generally, than quantity, so students should keep in mind that committee members value involvement, not simply membership.

Eliminate clutter. Rather than post every minor activity (band, freshman year; track, sophomore year; FTA, junior year), students should draw attention to ongoing work. Patterns of involvement, with developing roles and increasing responsibilities, deserve special emphasis.

Be consistent. Students should present similar information in similar ways. If they abbreviate the name of their high school in one place, they should follow that pattern throughout the application (SVHS all the way through); if they identify activities by year (1997–98), they should stick

with the format throughout the materials (not *sophomore year* in another place).

Don't repeat information. Students need not take space to repeat information that will be included in other parts of an application. If, for example, SAT or ACT scores, GPA information, and course lists will be included on high school transcripts, students can omit such information from prose statements—that is, unless they can provide a useful interpretation of the information.

Follow directions. Applications are complex—sometimes annoyingly so—but students need to make sure that they have completed all portions of an application, have provided all key information in the appropriate format, and have included all supplementary material in the proper order. Committee members want to review documents, not decipher them.

Make photocopies of all application materials. There are a number of logical reasons for making a photocopy of application materials: to have a record and to have materials to modify later. In terms of the application process, however, the best reason is that students will need to reread what they've said before going to campus for an interview (see "Preparing for and Succeeding with Interviews," below).

Writing Application Essays

Application essays are one of the most troublesome—but potentially important—components of a scholarship application. Students should write their essays following familiar patterns of development and applying general principles of good writing.

Respond to the topic prompt. For maximum effect, essays must address the topic presented with the application. It is surprising (or maybe it isn't) that so many students drift far afield from the topic or ignore it completely. The purpose of a topic prompt is to solicit essays that, when read collectively, will allow committee members to compare the candidates' responses. As a result, if students do not stay "on topic," their work cannot be evaluated appropriately.

Students should resist the temptation of getting too much help with an essay—and stand up to adults who, no matter how well-meaning, try to exert too much influence.

Stay within the length limits. Length constraints are necessary, and committee members expect students to stay within them. I doubt whether anyone will count words—who has time for that?—but inordinately short or overly long responses will be noticeable.

Don't try anything too artsy or cute. Unless the application essay is for a creative writing scholarship, students should write traditional expository essays with subtle creativity. A poem on "democracy," rather than an essay, simply won't fit the committee's expectations. Similarly, a "*D* is for 'demanding,' *E* is for 'everyone,' *M* is for 'motivated'" approach often seems contrived—and it's extremely difficult to maintain such patterns throughout an entire essay.

Retain ownership of the writing. I find it unbelievable how many application essays are "doctored" so much that they seem less the work of talented students than the work of overeager and overhelpful teachers and parents. Students should resist the temptation of getting too much help with an essay—and stand up to adults who, no matter how well-meaning, try to exert too much influence. Committee members want to read the best writing *of students*, not the best writing of English teachers or parents.

Maintain a clear, personal voice. The writing that students submit should sound like the students, conveying in a slightly formal way the students' personalities and perspectives. It should not sound artificial; hence, students should use a thesaurus judiciously, for nothing sounds more stilted than an essay sprinkled with arcane words.

Seek editorial help. Students should ask teachers and parents and fellow students to read drafts of essays and provide general but limited help: readers should highlight portions that are unclear, draw attention to sections that are underdeveloped, and point out technical problems.

Proofread carefully and spell check. Students should follow the basic principles of composing—completing the essay early and then setting it aside for a while before proofreading. That way, they'll catch most errors. And, for heaven's sake, students should spell check papers before submitting final copies.

Preparing for and Succeeding with Interviews

The interview process is, perhaps, the most alien element of the scholarship process because no one can reasonably expect high school seniors to have had much related experience. As a result, this component may require the most directed and most specialized preparation.

Practice. Teachers, counselors, and parents can play major roles in this process by writing sample questions for students to answer—and then role playing the part of an interviewer. It is important to create a context similar to that which students will find on campuses, so "interviewers" should sit with students at conference tables or in pairs of chairs and pose questions to which students can provide answers. As much as anything, students need to become familiar with the format of interviews—and practice constructing responses. Then, the "interviewer" and students can discuss patterns that work and

patterns that don't. And, quite often, students will work through some of the questions that on-campus interviewers will actually ask.

Choose sensible clothes. Students should dress appropriately for interviews, and that can take some attention. Young men should wear suits, sports coats, dressy sweaters, or shirts and ties; young women should wear dresses, suits, dressy slacks and sweaters, or skirts and blouses. Perhaps most important, students should look neither too dressed up (they aren't, after all, young executives) nor too casually dressed (an interview is not a weekend date). Something in the middle is best.

Wear the clothes before the interview. To ensure that the clothes students wear will be comfortable enough—or at least that they'll get used to them—students should wear the clothes somewhere, some time before the interview. Young women wobbling on new heels or young men pulling uncomfortably on new ties distract themselves (as well as interviewers) and do not relax sufficiently during the interview process.

Avoid anything new. Don't complicate a new process—interviewing—with other new elements: new haircuts or hairstyles, new glasses, new contacts, new jewelry. When nerves get strained, as they most surely will be during interviews, students seem to fidget with things new: they fiddle with their hair, they tinker with jewelry, they fuss with their glasses. Avoid such minor problems when possible.

Elaborate and describe. In responding to questions, students should provide a sufficient level of detail, remembering that interviewers need to understand the students' experiences. When possible, students should provide examples to illustrate points and include descriptive details. In other words, students should help interviewers understand the students' experiences from the students' perspectives.

The process of completing a scholarship application, writing an essay, participating in an interview, and writing an on-campus essay is challenging.

Review the application before the interviews. Because many questions during an interview will evolve from the students' applications, students would be wise to reread what they've written. That way, during an interview, they will know what element of the application prompted a question, and they can build upon the information they provided in the printed materials.

Know about the school's programs. Students should "read up" on the school for which they are scholarship candidates, attending carefully to the programs they are most interested in. Oftentimes, interviewers will ask about the students' familiarity with the school or an intended major, so students need to be able to respond specifically.

Be positive. Although interviewers do not expect students to play "Mary (or Marty) Sunshine," they do not, in general, respond well to students who seem sullen, uninterested, bored, or negative. Attitude isn't everything, but it *is* something.

Be self-assured but not arrogant. Students who are asked to scholarship interviews are typically gifted, or they would not have been invited. But students need to remember that other candidates for the same scholarship are also gifted. As a result, the understandable self-assurance of a high school's *best* art student, for example, must not translate into smugness. Seeming secure without being cocky is a difficult but important balancing act.

Preparing for On-campus Writing

Many interview days for scholarships include a writing component, a brief opportunity for students to write in response to a question. When this pattern exists, students should prepare for the challenge of on-campus writing.

Review basic writing strategies. Students should prepare for on-campus writing by reviewing the basic strategies for composing: planning, drafting, and revising, giving particular attention to thesis statements, introductory and concluding strategies, traditional organizational patterns for expository essays (the most common kind of writing used in these processes), and general issues of development.

Practice timed writing. After finding out the limits for timed, on-campus writing, students should work to replicate that pattern during practice sessions. Teachers, counselors, and parents can develop questions, and students can respond to them—beginning by writing for twenty or so minutes longer than the time allowed and gradually compressing the time until it matches the expected limit. Such practice will improve performance.

Take a spelling dictionary. If students have spelling difficulties—and many otherwise talented students do—then they should take spelling dictionaries with them. These tiny reference books can bolster students' performances and give them a degree of security. Students must make sure, however, that those who monitor the writing are aware that they are using such a reference.

Expressing a Willingness to Help

Pause for a moment. Think of your best students and assess their respective strengths and weaknesses. Reflect on their opportunities and limitations. Then consider whether you, too, have students like Jack who would benefit from your guidance in preparing for the process of scholarship application. If you do, extend yourself beyond the classroom and take an active and specialized role in helping them to live up to their promise.

The process of completing a scholarship application, writing an essay, participating in an interview, and writing an on-campus essay is challenging. That so many students thrive within this process is a testament to their talents. Yet many promising students can be disenfranchised because they do not know what to do. Some lack the intuitive skills to approach this process; others have not been lucky enough to grow up in circumstances that allow them to internalize the combination of academic and social skills that such a process requires; and still others have not received directed help. As teachers, however, we can take active roles to ensure that our most promising students—whatever their experiences—have opportunities to succeed in the complicated, demanding, and dynamic process of scholarship application. ●

Leadership for the Next Century

by J. Donald Woodruff, Jr., The Hill School, Middleburg, Virginia

The *Random House Dictionary* defines leadership as the position or function of a leader, the ability to lead, an act or instance of leading, and the leaders of a group. In the current age we as educators, indeed as a nation, are and must remain concerned not about the act of leading but with the quality of leadership. If we are to provide our students and our colleagues with a path to success as citizens and members of a social system, then we must ensure that they will have as exemplar those qualities that will guide them to that success. This basic ideal embraces the fundamental principles of preparation for citizenship that have been espoused by philosophers from Socrates and Plato to Jefferson, and more recently by Stephen Covey. They all focused their efforts concerning education on the idea that we all, from the youngest children to the most mature adults, learn as the result of the variety of our experiences. Therefore, our response to leaders, at any level, is most often a reflection of the quality of their leadership, of their ability to truly lead.

Aristotle and Plato noted that education is fundamental to the development of a well-balanced community, and that all citizens must accept that it is their duty to provide their male (Athenian society of that day limited the democratic experience and "formal" education to males) children with affection and a good education. All other gifts are superfluous and may lead to the promotion of idle behavior, which in turn destroys the basic fabric of the state. Thomas Jefferson simply noted that the focus of all education must be the preparation of individuals for citizenship. Finally, Stephen Covey offers that the creation of more meaningful relationships and successes in the workplace is what we should be striving to implement throughout business and industry, in the home, and in our communities, if we expect to discover happiness and a fulfilling future.

The fundamental equation of these philosophers is therefore totally dependent upon the quality of leadership that prepares us for citizenship and ultimately to become the next generation of leaders. How many teachers, guided and influenced by the leadership of the revered teacher Dr. Sam Banks in Maryland or the legendary Frank Borden, who for 61 years guided the faculty and students at Deerfield Academy, went on to be the citizens and leaders that Aristotle, Jefferson, and Covey see as imperative to a "successful" society? To discover that statistic would be impossible, and these men would, as would so many other men and women who lead, simply note it as the result of the success of the total experience of these institutions.

The collegial leader, who connects those with whom he or she works to the institution, the other participants, and to the leadership, will be successful, and will help to mold the next generation of positive leaders and contributing citizens.

We have spent an immense amount of time and energy attempting to create a model for success, a model that is founded in the educational institutions and the endeavors of students and teachers. The fundamental model, therefore, depends on organization—of school structure as well as curriculum and program—in order to create an atmosphere in which education and citizenship may flourish. This atmosphere/model may not, and will not, exist unless there is positive leadership present—leadership that allows for growth, extension, and maturation within a framework that nurtures the individual and the whole. And the success or failure of this leadership, no matter what the level, is dependent upon the manner of implementation. The collegial leader, who connects those with whom he or she works to the institution, the other participants, and to the leadership, will be successful, and will help to mold the next generation of positive leaders and contributing citizens.

How do we establish the successful

petrie dish in which to cultivate leaders and citizens? In a 1992 address to a parent–teacher organization, Dr. Mary Bicouvaris, 1989 National Teacher of the Year, offered an analysis of "teaching heaven." She saw it as a school where there are small classes (15–20 students), where students want to learn, where discipline is not an issue, where teachers develop curriculum based upon the needs of their school, and where administrators not only listen to teachers but encourage them to broaden the horizons of their students by engaging in new methodology and challenging them to do even more. Dr. Bicouvaris found this "teaching heaven" to be a place where students and teaching, the preparation of contributing citizens, is paramount.

As we review each of these admonitions there is one common thread that is fundamental to success: leadership. Without positive, supportive leadership none of the expectations of Aristotle, Plato, Jefferson, Covey, or Bicouvaris will be accomplished. Of course, there are other factors present, factors without which even the best of leaders will find the road impassable. However, the good educational leader, whether department chair or institutional head, will almost always find ways to create a fertile field for student and teacher development. Conversely, the poor leader, often driven by fear or ego, will frequently destroy the educational community in order to promote what he or she believes to be their own "star."

What are the most common qualities that students and teachers want leaders to model? It may sound like a scout's litany—but then again the scouts (both girl and boy) have a time-tested credo that encourages and develops leadership. Integrity, genuine friendliness, openness and responsiveness, support, discipline, safe environment, promotion of involvement and citizenship, and candor are all characteristics that will help to develop a positive experience for everyone who embraces the task of education.

Integrity—trust and honesty—is an obvious imperative. No matter what the venue, the members of an educational community must know that they can trust their leaders and one another. Trust can be as simple as fulfilling an obligation within the community or as complex as sharing a problem. The belief that one's word is one's bond is central to trust and integrity. Leaders must be honest with those with whom they work and with themselves. Preaching one gospel and practicing another is not the way to model positive character or leadership.

Good leaders must be open to hearing new ideas, needs, and problems from all members of the community.

There is nothing worse than individuals who profess to be friends and then use that trust/friendship to further their own ends. To have one's relationship imposed or trod upon by false friendship is destructive not only of the individual relationship but also that of the institution. A leader who takes advantage of members of the school community by currying friendship for his or her own advantage is modeling behavior that will not promote education, citizenship, or a positive community.

"The door is always closed!" How many times is that negative scenario repeated in our schools by our leaders? Let us simply say that an open door is conducive to establishing a positive environment. If not being available to those whom we lead is a problem, then the real problem lies behind the closed door. Good leaders must be open to hearing new ideas, needs, and problems from all members of the community. Many school leaders who leave a portion of every afternoon for anyone to come in to discuss their issues, and who reserve one evening a month or a week in order that those who are busy during the day will have a chance to express their concerns, are providing an open forum and solid leadership for their entire community. I know of one school leader who meets with his team, department, and faculty off campus to discuss issues pertinent to their collegial endeavors. This creates an environment for discussion that is nonthreatening, neutral, and positive. Such modeling leads to an openness with colleagues, with students, and with parents that generally helps to create a positive relationship and educational experience.

Tom Northrup, headmaster of The Hill School of Virginia and a recognized educational leader, refers frequently in meetings with faculty, staff, and parents to the qualities of effective adults. These he lists, in no particular order of importance, as caring/compassion, honesty/integrity, a sense of humor, openness/nondefensiveness, tolerance/acceptance, dedication/commitment, respectfulness, adaptability, and self-confidence. Tom did not invent these qualities, but he certainly has made them a part of his highly successful leadership. By practicing these attributes in his own leadership he has helped to develop other leaders who are well-connected to their institutions and to educational values. Just as easily we could term these the qualities/attributes of effective leaders.

If we combine these with Stephen Covey's principle-centered approach, we will create positive, moral responses to the conflicts and dilemmas that we face as leaders at any and all levels. We will be able to balance personal and professional issues amidst crises and pressures. We will be able to enjoy and respond positively to the successes and accomplishments of our colleagues at all levels. We will be able to maintain control, and still give those with whom we work the freedom that Mary Bicouvaris finds so valuable in teaching. We will be able to create

successful programs and schools because the principles of total quality, continuous improvement, and leadership development will be clearly seen in the experiences of others. This means that John Goodlad's concept of evaluation by school/departmental renewal will work on a constant basis, and we, as schools and departments within schools, will strive to make the educational experiences of our students and colleagues more stimulating and rewarding.

In his most recent study of schools, *Waiting for a Miracle: Why Schools Can't Solve Our Problems—and We Can*, James P. Comer calls for the American educational community to get back to basics, to devise a coordinated approach to support the education of minority students by providing their families with better health care, economic opportunity, and the mechanisms to help stitch together a fabric of community. He is not advocating the abandonment of the Yale program that he helped to create—one in which parents, teachers, administrators, and social workers worked together to effect improvement—but rather the creation of a better platform upon which to launch this program. This will make progress more rapid and complete, and provide for more effective leadership. Thus Comer admits that effective and collaborative leadership is an imperative at the base level if we are to have successful schools for all children. This is certainly the same connectedness (within the framework of their relative societies) that each of the leaders from Aristotle to Northrup has advocated. And it is the leadership that each of us must adopt if we are to lead.

We must first remember that to be good leaders we must respect and understand those we are called upon to lead.

General Lewis B. "Chesty" Puller once told me that he had seen many Marines develop the qualities of leadership in times of crises. However, he also noted that good (Marine) leaders were those who wanted to lead, those who understood and experienced the qualities of leadership as evidenced in others. Ours seems to be an age in which leadership has been institutionalized, in which our leaders at all levels have often abrogated their responsibility to provide moral leadership by example, one in which character does not seem to matter. If we are to curb the erosion of such leadership we must first remember that to be good leaders we must respect and understand those we are called upon to lead, and that we must provide them with examples that will help them to prepare for leadership roles, thus making them better teachers and administrators. ●

Leadership and Achieving Success

by Jacqueline L. Frierson, William H. Lemmel Middle School, Baltimore, Maryland

In April of 1996, I was appointed principal of William H. Lemmel Middle School. Because this is the school where I attended junior high school and where I spent two years as a department head, I looked forward to returning for a third time.

Lemmel Middle School was named as a Reconstitution-eligible school by the state of Maryland in 1996. It was given this designation because of declining student achievement and attendance, and because of an increasing suspension rate. I knew the school was in need of a tremendous amount of attention; I just didn't realize how much.

My first two requests were to have the books audited and the equipment inventoried. Once this was done, it was time to address the schedule and teaching staff. At least 20 teachers had requested transfers, so that meant rebuilding the staff. There were several noncertified teachers on board and teacher attendance was poor. It was not unusual on any given day for 12 or more staff members to be absent. It was so hard to get substitutes that administrators often had to cover classes. There were moments when the halls were full of students who could not gain entry into classrooms. When questioned, the students would state that the teachers would not let them in. Fortunately, the city had instituted an attendance policy to handle staff lateness, and it was necessary to dust it off. This policy was instituted in only a few schools and many employees really did not know about it. Once that policy was enforced, staff attendance improved.

Further evidence of the lack of control were the occasional packs of students running up and down the halls. Unsupervised students once broke into the chemical storage room and mixed together various chemicals that created a health hazard and caused the early dismissal of school. It was not uncommon to pass by a lavatory and smell marijuana in the air. Students smoked Philly Blunts, a cigar with marijuana stuffed into it. Graffiti was everywhere! I began to wonder what I had gotten myself into.

I remember the first faculty meeting. I shared with the staff the history of this school and the fact that it was once a great school. Then I outlined the vision as I saw it: the return of such excellence that the school would have a waiting list. I envisioned people calling the Board of Education asking to get their children admitted to Lemmel.

We had a rough July through February. We had experienced a high rate of staff absence; a body was found on the premises; there was a chemical spill; at least one fire had occurred. It was not unusual for staff to be abused verbally by parents. On February 10, 1997, a news reporter came to the school with six mothers who were angry about the disorder in the school and their children not receiving an education. These parents had never been involved in the school and their children were a part of the small group that made this school chaotic. While speaking with the parents in the presence of the news reporter, I asked him if he was taping our dialogue. He told me, "No." I happened to turn on the five o'clock news that night, and, much to my surprise, the lead story was the school where no learning was taking place. I continued to watch and in a moment, I appeared on the screen backed up against a desk, surrounded by these screaming parents. This was the lowest day in my career.

When I was assigned to this school, many called with condolences instead of congratulations. On that February night, someone I thought of as a friend called me on the phone. She told me she would come and show me how to run my school. This individual had never set foot in the school and suddenly she was an expert?

Somehow I managed to get up and return to school the next day. A news reporter from a rival station came by. All of a sudden, we were news! She came because she had heard about the rats running through the halls. I personally walked her all over the building; at no time did we encounter rats. I invited her to come back to see the positive things. She has never taken me up on my offer.

It was time to become proactive rather than reactive. I called the first reporter and invited him to return and spend more than a few minutes at the school. I walked with him as he spoke to students, staff, and parents. Some positives came out of this. A group of parents and community members volunteered to patrol our halls and be of support, and the church up the street sent us some volunteers. From the outset, the Mount Zion United Methodist Church, led by Reverend Stephen Tillett, took Lemmel as a partner. The church even had a sign made to announce that the church had a relationship with Lemmel.

Some adults in the school decided our school was worth fighting for and that's what it felt like—a fight. But by April, change was in the air. We completed an interdisciplinary unit on the Harlem Renaissance. The halls were decorated schoolwide. We had a week of celebration. There was a mother–daughter tea, father–son breakfast, talent show, an adult dance entitled "Blue Lights in the Basement," and a trip to Harlem.

The trip to Harlem was a particular point of pride for several reasons. Fifty adults accompanied 450 students on 11 buses. Some of our students had never been out of Baltimore City. Two local television stations sent reporters along to cover this unusual field trip. The students visited the Schomberg Museum, the Apollo Theater, and Sylvia's restaurant. They all wore matching T-shirts in the school colors.

Before school ended in June, we had two more events: a flood and a bomb scare. We made it through and somehow the last day of school finally arrived. I faced it with mixed emotions, but mostly with joy and happiness.

How did I make it through and not quit? It took vision, perseverance, flexibility, attention to detail, and a great mentor. The school system, with the assistance of a business organization, developed a class for new principals. This monthly meeting allowed new principals to discuss common concerns, triumphs, and woes. Another great support was the Area Executive Officer, Mrs. Ellen D. Gonzales. She was understanding and sympathetic. Through the worst of times, I knew she was as close as the telephone. She would show up unannounced, and that would be the moment she was most needed. She would admonish me as necessary and keep me focused on the vision when it got blurry. There was a small group of teachers and two administrators who remained supportive through it all.

The second year started on a more positive note. The halls were so quiet, it seemed like a new school. There were new additions to staff. It was clear that the climate was becoming more positive and student focused. Test scores on the functional tests are showing improvements, more parents are participating, the number of partners is increasing. We have a ways to go before we meet all the state standards, yet I know we are on our way to success! ●

Search for New Editor, *English Education*

The Conference on English Education is seeking a new editor for *English Education*. In July 2000, the term of the present editors will end. Persons interested in applying for the editorship should send a letter of application to be received **no later than November 2, 1998.** Letters should be accompanied by the applicant's vita, one sample of published writing, a one-page statement of the applicant's vision for the future of the journal, and two letters of general support from appropriate administrators at the applicant's institution. Please do not send books, monographs, or other materials which cannot be easily copied for the Search Committee.

Applicants are urged to consult with administrators on the question of time, resources, and other institutional support that may be required for the editorship of this journal. NCTE staff is available to provide advice and assistance to potential applicants in approaching administrators. Information can be obtained by calling or writing Marlo Welshons, Managing Editor for Journals at NCTE (800-369-6283, ext. 229).

The applicant appointed by the CEE Executive Committee in Spring 1999 will effect a transition, preparing for his or her first issue to be published in October 2000. The appointment is for five years, nonrenewable.

Applications should be sent to Marlo Welshons, *English Education* Search Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096. ●

Call for Manuscripts—Future Issues

The *English Leadership Quarterly*, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–5,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, firsthand accounts of successful department activities are always welcomed. Software reviews and book reviews related to the themes of upcoming issues are encouraged.

A decision about a manuscript will be reached within two months of submission. The *Quarterly* typically publishes one out of ten manuscripts it receives each year.

Surveys of our readers reveal these topics of interest: leadership studies, class size/class load, support from the business community, at-risk student programs, integrated learning, problems of rural schools, and the whole language curriculum philosophy. Short articles on these and other concerns are published in every issue. In particular, upcoming issues will have these themes:

February 1999 (deadline October 15, 1998)
Leading and Managing Change

April 1999 (deadline December 15, 1998)
Effective Leadership for Student Achievement

August 1999 (deadline March 15, 1999)
More Ways to Implement Innovations

October 1999 (deadline June 15, 1999)
Guest Editor issue—If you would like to edit an issue of the *English Leadership Quarterly*, contact Henry Kiernan by **November 1** for details.

Manuscripts may be sent on 3.5" floppy disks with IBM-compatible ASCII files, or as traditional double-spaced typed copy. Address articles and inquiries to Henry Kiernan, Editor, *English Leadership Quarterly*, West Morris Regional High School District, Administration Building, Four Bridges Road, Chester, NJ 07930; phone 908-879-6404, ext. 278; fax 908-879-8861; e-mail kiernan@nac.net. ●

Chair
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Louann Reid
Colorado State University
Fort Collins, CO 80523

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Rudolph Sharpe Jr.
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Barbara Thompson
Hazelwood School District
Florissant, MO 63031

Liaison to NCTE Secondary Section Committee
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Dean Morgan Junior High
Casper, WY 82601

Liaison to Conference on English Education
George B. Shea Jr.
Belleville West High School
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ENGLISH LEADERSHIP Quarterly

Conference on English Leadership

Leadership for Excellence

▶ SPECIAL 30TH ANNIVERSARY ISSUE

Mentoring and Developing Future Leaders

by Henry Kiernan, editor

Mentors come in many different forms. The most basic are the mentor who offers information and technical expertise, the mentor who can help interpret the norms and culture, and the mentor who serves as a role model.

Mentors assume a variety of roles: teacher, coach, role model, guide, advocate, confidant, nurturer, learner, consultant, sponsor, to name a few. From all the literature on the basic assumptions and beliefs about mentors, it seems that the critical determiner of a successful mentor relationship is candor. There must be mutual respect and trust. Yet the importance of trust building in the mentoring experience is often understated.

In most schools, the mentor is preassigned to new teachers. These mentors are vital for guiding the new teacher toward decision making in the classroom and the school. As the department and school historians, they pass on the culture, norms, and aspirations of the learning community. Experienced teachers are cognizant of the importance of supporting a new teacher. They well remember how critically important the first pivotal years in the profession are to determining success.

But what about experienced teachers who may be new to a particular school? Who will teach them the culture, the norms, the expectations of this learning community? What about the experienced teacher who needs help with a new teaching assignment? Who will guide the new department chair or administrator toward understanding the organizational culture, applying effective decision-making strategies, and implementing innovations?

Schools are doing a good job in recognizing the importance of formal and informal mentoring programs. However, schools are falling short in mentoring the special needs of experienced teachers and the unique needs of new department chairs and other administrators. While we are aware of teacher shortages already appearing in some districts, we seem to be less aware of the critical need for preparing future school leaders.

Our authors offer a rich array of experience and reflection. Richard DuFour, a nationally recognized educational leader and presenter at various ASCD and NSDC conferences, opens the issue by recommending ways for department chairs to enhance leadership through effective communication. Then, Nancy Traubitz, Joanne E. Langan, Joan L. Thompson, and Monica Johnson present varied perspectives on a shared mentoring experience. Their story is a unique demonstration of "adventurous teaching" that used technology to enhance secondary–university mentoring and leadership development.

This is a special issue of the Quarterly. It marks the 30th anniversary of the Conference on English Leadership (see the "CEL Anniversary History" by Mary Ellen Thornton). Investigating and implementing successful mentoring practices and developing future leaders reaffirms CEL's central function of English program development and teacher training. ●

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CEL Anniversary History

by Mary Ellen Thornton, Chair, CEL

CEL (formerly CSSEDC) is celebrating 30 years of existence. Donald Shafer, CEL secretary and the chair of the CSSEDC/CEL history committee, discovered that CEL may have had its roots as far back as 1931. According to one note, Dr. Harlan Koch spoke to a group of department chairs and requested that NCTE "promote an acute professional consciousness among department chairmen."

In 1964, chairs began to organize when NCTE called two national conferences to "examine problems and formulate recommendations concerning effective practices in organizing, administering, and supervising high school English departments." As a result, an important study entitled *High School Departments of English: Their Organization, Administration, and Supervision* was produced.

NCTE sponsored preconvention meetings for chairs from 1966–68. Thomas E. Walker, who served as CSSEDC's second chair, wrote to me in February requesting that CEL members take time at the 1998 spring Convention to remember that the organization was conceived 30 years ago at the spring NCTE meeting in Milwaukee. He and I had a nice telephone conversation, and I assured him that Donald Shafer, Donald Stephan, and I are working on the history. I also invited him to be our guest in Nashville. He told me that members of the original ad hoc committee were Melvin Merzon, Ione Jones, John Von Kerens, and Cora Trusel, and that they resolved to recruit new members, establishing dues at $3.00. Walker joined the group in 1969. These five people traveled around the country at their own expense, speaking at local and state affiliates and meeting frequently with the chair of the Secondary Section and Bob Hogan, then NCTE Executive Secretary. Records also reveal that Fr. James Farrell, S. J., served as chair of the 1968 preconvention meeting for English department chairs. Dr. Schaefer from Arizona State also became a proponent of the organization and joined the ad hoc group.

Walker, who is now retired in Dallas, also reports that a resolution was adopted in Washington in 1969 asking the ad hoc committee to draw up bylaws. Melvin Merzon served as the first chair of CSSEDC in 1970–71. By the end of his term, CSSEDC had achieved affiliate status. Walker was elected as the second chair in 1971 in Las Vegas. According to Walker, that was the same year that NCTE issued this challenge to the organization: "If after the first three years of its existence, the Conference shall not have achieved a membership of at least 1,000 persons, its objects, insofar as the organization be concerned, shall be considered unattainable, whereupon the Conference shall be dissolved . . . ."

"In Philadelphia [1973], we signed our thousandth member," reports Walker. Those early crusaders spent their own money, providing travel expenses, paper, secretarial help, and prepared a newsletter. The CSSEDC strand of that convention, focusing on the theme "The Undiscovered" and costing $34.00, was the site of much discussion concerning the role and certification of the department chair. Fifty-two CSSEDC members attended. ●

Other highlights of CSSEDC/CEL History:

1972: Conference newsletter publishes 18 recommendations for English departments.

1974: The theme for the New Orleans Conference is "The Role of the Department Chairman in the Era of Educational Reform."

1982: CSSEDC net worth is $13,809.00.

The Conference on English Leadership (CEL) of the National Council of Teachers of English is an organization dedicated to bringing together English language arts leaders to further their continuing efforts to study and improve the teaching of English language arts. The CEL reaches out to department chairs, teachers, specialists, supervisors, coordinators, and others who are responsible for shaping effective English instruction. The CEL strives to respond to the needs and interests germane to effective English instruction from kindergarten through college, within the local school, the central administration, the state, or the national level.

It is the policy of NCTE in its journals and other publications to provide a forum for the open discussion of ideas concerning the content and the teaching of English and the language arts. Publicity accorded to any particular point of view does not imply endorsement by the Executive Committee, the Board of Directors, or the membership at large, except in announcements of policy where such endorsement is clearly specified.

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1983: Wendell Schwartz chairs the committee to revise the bylaws.

1986: Membership drops to 671; however, the new worth of the organization is $56,347.00. That same year, the *Quarterly* newsletter, edited by Driek Zirinsky, receives an excellent review.

1989: The following recommendations are made: increase the size of the *Quarterly*, solicit monographs, compile a starter kit for new department chairs, find corporate support, hire speakers of national recognition, develop commissions, and participate in round table discussions in response to major speakers. Membership climbs to 1,513.

1990: CSSEDC begins to sponsor a social hour at the spring conference.

1991: The name of the organization is changed to Conference on English Leadership (CEL).

1993: Membership increases 12.3%; however, a deficit is projected and dues are raised to $15.00. Myles Eley works on another bylaws revision. Henry Kiernan succeeds James Strickland as editor of the *Quarterly*.

1998: Membership continues to increase. *Great Beginnings*, edited by Ira Hayes, has been published. Copies will be available in Nashville.

We thank and salute our founders who worked so hard and gave so much to make us what we are today. Walker also stated in his letter: "You have no idea how proud I am that the Conference has grown so remarkably and that it is in such good hands."

Come to Nashville and help us celebrate 30 successful years. The program will be superb.

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1985	Mary E. Getty
1986	Mary E. Getty
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Great Beginnings: Reflections and Advice for New English Language Arts Teachers and the People Who Mentor Them

Ira Hayes, editor

The first few years as an English language arts teacher can be disorienting, frustrating—and rewarding. This insightful collection of essays is a useful resource for teacher educators, beginning teachers, experienced classroom leaders, and administrators. It offers practical advice on subjects ranging from evaluating student writing to creating support systems for beginning teachers. Presenting a wide range of "great beginnings" from the viewpoints of teachers and administrators, and organized around three topics—Memoirs, For the New Teacher, and For the English Leader—the collection also includes tributes to inspirational teachers and caring mentors, as well as candid discussions of how the "real world" of teaching matches—or fails to match—novice teachers' expectations. The first in a new series of books from NCTE's Conference on English Leadership, *Great Beginnings* invites readers to reflect on their own teaching expectations and practices. *CEL Series. 195 pp. 1998. Grades K–12. ISBN 0-8141-1888-7.*

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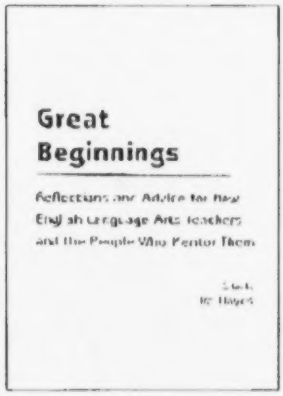

The Thunder of What You Do Versus the Whisper of What You Say

by Richard P. DuFour, Adlai E. Stevenson High School, Lincolnshire, Illinois

One of the most significant challenges facing the leader of any organization is communicating the purpose, priorities, and goals of that organization clearly and effectively. As Bennis and Nanus conclude in *Leaders: Strategies for Taking Charge*, "Effective communication is inseparable from effective leadership" (1985, p. 33). The importance of communication has been cited as "the one major lesson that has emerged from the extensive research studies on innovation" (Kouzes and Posner, 1987, p. 56). Conversely, insufficient attention to communication is one of the most common causes of the failure of improvement initiatives (Kotter, 1996).

Effective leaders recognize that clarity of communication is not a function of eloquence or slick presentations. Leaders convey what is important and valued by what they attend to. In fact, Peters and Austin argue that "paying attention" is the only strategy available to anyone who hopes to communicate the commitments and priorities of an organization (1985).

Many department chairs define their jobs as managers, and thus they focus on "doing things right." They build efficient master schedules, stay within their budgets, adhere to district policies and contractual obligations, and so on. However, department chairs who view their jobs as leaders are equally concerned with "doing the right things." Communicating the goals and priorities of the department in a way that gives direction to all of its members is certainly one of the "right things" that they must address to fulfill their responsibilities as leaders. The following questions can help a department leader assess his or her effectiveness as a communicator.

What Do We Plan For?

When departments develop and articulate specific plans to advance their vision and to achieve their goals, they send the message that these areas are priorities. The preparation and public presentation of a plan signals that this issue is so significant, the department intends to be purposeful in pursuing it.

What Do We Monitor?

In most organizations, what gets monitored gets done. When a department devotes considerable time and effort to the continual assessment of a particular condition or outcome, it notifies all members that the condition or outcome is considered important. Conversely, inattention to monitoring indicates the skill or outcome is less than essential, regardless of how often its importance is verbalized.

Of course, virtually all schools have some systems for monitoring that are already in place. For example, schools typically devote considerable efforts to monitoring whether students are on time and in their seats. Unfortunately, they often are much less attentive to assessing whether the students' physical presence has resulted in the intended acquisition of knowledge and skills. *What* a department is monitoring is more important than *if* a department is monitoring. An effective department will focus on substantive issues and communicate the importance of those issues by:

1. identifying the criteria by which it will monitor the accomplishment of its goals;
2. systematically gathering information on those criteria;
3. sharing data with the entire staff;
4. engaging the entire staff in collective analysis of the information that is gathered;
5. developing new strategies for achieving its objectives more effectively; and
6. carefully monitoring the results of implementing those strategies.

Teachers are more likely to function as continuous learners, effective collaborators, and action researchers if those in leadership positions demonstrate those characteristics.

What Questions Do We Ask?

The questions a leader poses and pursues can communicate priorities and point people in a particular direction. Many school improvement initiatives are driven by such questions as "How can we get students to behave better?" "How can we persuade parents to assume greater responsibility for their children's learning?" or "What can we do to improve faculty morale?" While these are legitimate inquiries, they will have little impact on what occurs in the classroom. Effective department leaders will engage faculty in the consideration of more substantive issues, such as:

1. Are we acting in accordance with our fundamental mission?
2. Have we clarified what we want all students to know and be able to do?

3. What is the most effective response for students who are not succeeding?
4. What are the discrepancies between actual conditions in our department and the department we hope to become?
5. What are our specific plans to reduce this discrepancy?
6. What results do we seek and what evidence are we gathering to assess our effectiveness?
7. What criteria will we use in judging the quality of student work?
8. Are there more effective ways to achieve our department goals?
9. Are we working collaboratively to achieve our goals?

Leaders who engage their departments in the consideration of tough questions that focus on the achievement of students are signaling what is important and are more likely to see significant improvements.

What Do We Model?

One of the best strategies for communicating what is important within any organization is modeling. It is said that people communicate most eloquently through their actions, not through their words. To paraphrase Emerson, "What you do thunders above you so loudly all the while, I cannot hear what you say." If department leaders articulate the importance of developing students who are lifelong learners but provide no evidence of their own intellectual curiosity and continuing professional growth, if they extol the virtues of collaboration but utilize autocratic leadership styles, if they advocate innovation and risk taking but punish those whose experiments fail to produce the desired results, the incongruity between words and actions will inevitably result in cynicism. Teachers are more likely to function as continuous learners, effective collaborators, and action researchers if those in leadership positions demonstrate those characteristics.

How Do We Allocate Our Time?

Organizations communicate priorities through the allocation of one of their most precious resources—time. The allocation of time is one of the truest tests of what is really important in any organization. The time devoted to an issue, both on the annual calendar and within the daily schedule of an organization, tells its people what is really valued.

Providing school personnel with adequate time to work through the problems associated with change is a crucial factor in successful reform (Klein, et al., 1996). When teachers are expected to implement substantive changes at the same time that they manage everything else in their already overburdened schedules, there is little chance that the initiatives will be sustained. When presenting teachers with a complex challenge, department leaders must find ways to provide them with the time essential to meeting that challenge.

When leaders of a department take the time to publicly acknowledge and celebrate efforts and achievements, they signal what is valued and present examples for others to emulate.

What Do We Celebrate?

Celebration represents a powerful instrument for shaping the culture of any organization. When leaders of a department take the time to publicly acknowledge and celebrate efforts and achievements, they signal what is valued and present examples for others to emulate. When they seek out examples of small victories and share them with the staff, they provide evidence that their collective efforts are making a difference. Celebration can fuel the momentum needed to sustain an improvement initiative. Furthermore, celebrations can be fun, and as Peter Senge asks, "What's the point of building a (learning) community if we can't have fun?" (1994, p. 527).

What Are We Willing to Confront?

Leaders who hope to articulate their expectations in a clear and unequivocal manner must be prepared to confront those who violate the agreed-upon standards and norms of the organization. In an ideal world, every member of the staff would be willing to challenge a colleague who was acting in a way that was contrary to collective commitments. In the real world of schools, this task will most likely fall to department chairs and/or principals, and it is critical that they fulfill this leadership responsibility if expectations are to be reinforced. If a school claims to value an orderly atmosphere conducive to learning, the department chair must be prepared to confront the unruly student, the teacher who ignores such behavior, or the parent who seeks to justify it. If teachers have agreed that working in collaborative teams is essential to becoming a professional learning community, the department chair must be willing to insist that a teacher who works in isolation change his or her behavior.

Leaders who are unwilling to defend and protect the agreed-upon standards for their departments put improvement initiatives at risk. The department suffers when individuals are free to act in a manner that staff have agreed is contrary to the department's best interest. The chair suffers because his or her credibility as a leader is diminished by the unwillingness to address an obvious problem. The individual who is acting inappropriately suffers because he or she has been robbed of an opportunity for learning and growth. Most importantly, the commitment to standards suffers because the staff will soon

come to recognize that the chair assigns a higher priority to avoiding conflict than to advancing the standards.

Confrontation is not, however, synonymous with personal attack. Maxwell (1995, pp. 126–127) offers the following guidelines for confrontation:

1. Conduct the discussion as soon as possible;
2. Focus on the behavior or action, not the person;
3. Be specific;
4. Give the person an opportunity to respond and grant the benefit of the doubt;
5. Avoid sarcasm and words such as "always" and "never";
6. Attempt to develop a mutual plan to address the problem;
7. Affirm the person.

It is almost always preferable for a department chair to hold a face-to-face meeting for this purpose rather than to write a memorandum. The managerial maxim, "Reprimand in person but praise in writing," has considerable merit. A meeting provides an opportunity not only for honest dialogue but also for a better understanding of perspectives. It gives the chair the opportunity to say, "Here is what we agreed to do as a department. This is what I see you doing that is contrary to that agreement. We need this change from you in order for you to help us achieve our collective goals. What can I do to help you make the necessary change?"

Department chairs who hope to function as leaders must be effective communicators. In their efforts to fulfill that responsibility, they will be better served by considering the questions posed above than by polishing the prose of their next memo to the department. ●

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CEL Talk

CEL sponsors a discussion list called CEL Talk. William Newby, CEL member and one of the forces behind the list's creation, states, "We hope all CEL members and others interested in leadership issues will use this forum to raise questions, address common problems and share expertise."

To subscribe, send e-mail to majordomo@lists.ncte.org and in the body of the note put: subscribe cel-talk. You may also go to http://www.ncte.org/chat/ and use the web form there.

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Nominations for CEL

The Nominations Committee will ask members in Nashville to submit names of possible candidates to run for the Member-at-Large positions on the November 1999 ballot in Denver. At Monday's breakfast, members will write names that the committee should consider as it creates a slate for the following year. ●

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Three Types of Secondary–University Conversations

Introduction

by Nancy Traubitz, Springbrook High School, Silver Spring, Maryland

The essays that follow trace the efforts of a secondary teacher, a university professor, and a teacher-in-training to engage in a productive, educational experience through meaningful conversation among not only ourselves but also our students. From the beginning of this ongoing three-year effort, we argued that such linking conversation was essential to the education of students at all institutional levels and the intellectual growth of their teachers. In addition, we argued that such linking efforts have changed with the advent of technology, especially electronic communication or e-mail. We share our experiences as cautionary tales, but also as innovative practices that are worth the effort they take to establish and maintain.

After three years of working together as classroom teachers and trainers of classroom teachers, we have clearly defined three types of collegial relationships, what we have called secondary–university conversations. Joanne Langan and Joan Thompson detail one ongoing project from their perspectives as teachers and teacher trainers. Monica Johnson concludes with insights from the perspective of a university student being trained. Our experiences exemplify the new set of challenges and opportunities technology presents.

The first secondary–university conversation in which we engaged, we call *mentoring*. Such conversations are based on personal experience, friendship, and geography. The visiting expert from a nearby university steps into the secondary classroom, bringing a wealth of information and status. This conversation is often more of a lecture, the university speaking to the secondary school. But such conversations do not have to be so one-sided. It is possible, especially in colleges of education or in the student teacher/master teacher or consulting teacher or mentoring teacher settings, to establish conversations that carry expertise in both directions—from the university into the secondary classroom and from the secondary classroom into the university classroom. Too often the secondary teacher is seen as a practitioner with little or no scholarly background in the subject, and the university teacher is seen as a pure scholar, a walking textbook with little or no idea of how to teach.

We identified a second type of secondary–university conversation as *program building*. Based on funded programs, such conversations begin as attempts on the part of think tanks, the federal government, or state/central education offices to "fix" what is "wrong" in secondary classrooms. Good things happen when we throw money at a problem. However, what happens is not always what the designers of the program or even the participants of the program expect. And, sadly, when the funding stops, such conversations are rarely lively enough to preserve the program. Examples of such program building include the Fulbright Summer Seminars and the NEH Summer Seminars and Institutes. The danger of such conversations is illustrated by comments from university teachers to secondary teachers such as, "Some of our students might be interested in teaching or something like that," or a reluctant "Maybe we can work around your curriculum." Secondary teachers are likely to make comments to university teachers such as, "You're going to have education majors, whether you like them or not," or "Remember, our kids are good readers, but we have to cover the mandated curriculum." The university teacher is often unwilling to take advantage of what the secondary school has to offer and, equally often, the secondary school offers nothing, not even students.

A third kind of conversation, the *reciprocal*, is our ideal combination of the first two types, a true conversation between and among secondary and university classrooms, a conversation that benefits teachers and students at both levels. Until the advent of technology, such reciprocal conversations were most likely to develop in situations where close friendships grew out of classroom experiences or social or family situations, such as in the classrooms of teachers who taught classes at both secondary and university levels at the same time. Now, through technology, they can develop faster and more easily, last longer, and have greater resonance throughout the profession.

The Secondary Perspective

by Joanne E. Langan, Springbrook High School, Silver Spring, Maryland

Though I had often felt that conversations between secondary and university levels in education rarely moved beyond mentoring situations with the nearby universities, it was not until 1994 that I became actively involved in seeking to establish educational conversations. In February of that year, I joined colleagues at the University of Maryland in an NEH program-building project to link secondary and university classes in a set of concurrently taught courses that would have common curriculum and occasional common meetings. The training for this project was held at Brown University for two weeks in the summer of 1994. The description of the project suggested this to be a cooperative venture in which the hierarchy among instructors, and to some extent among college and university students, would be erased. The choice of texts for the project was intriguing. I applied with enthusiasm and was accepted.

The course at Brown left me elated and disappointed. The directors of the program had paired me with some exciting young scholars and writers at the University of Maryland and the books—a 17th-century Japanese novel, *Lives of an Amorous Woman; Madame Bovary; Moll Flanders;* and two 20th-century African novels, *The Joys of Motherhood* and *So Long a Letter*—were fascinating. The theme, "Love in the Marketplace," dealt with sex and money, and was a surefire attention-getter. The seminar leaders were recognized scholars in comparative literature. Much less exciting or edifying, however, was the realization that high school teachers in the program were to be paid one-tenth the stipend that our collegiate counterparts were paid, and that this stipend discrepancy had been NEH's plan from the beginning.

But we secondary teachers had made a deal and we kept it. After a semester of preparation, my secondary colleague and I taught the course in our senior Advanced Placement classes. We exchanged classes and lecturers with our university counterparts, although not as much as we would have liked. We were constrained by lack of money for busses to bring the students to the university campus and the lack of technology at the university to conduct the planned closed-circuit TV lectures. My secondary students did, however, gain confidence in discussion with their older university counterparts. They liked the readings and were forced to do some serious thinking about gender roles and other cultures. Some of the students said that their own native cultures were given validation by the curriculum. However, I also learned how important it is that, in future projects of this kind, secondary and university teachers be treated as colleagues. The discrepancy in stipend and the attitude of NEH personnel, even if inadvertent, worked against what was advertised as a *cooperative* effort and was nothing short of demoralizing to secondary school professionals. I finished this project realizing that different means of joining the high school and college classes need to be found. While I am no tech wizard, I could foresee from that project the potential for using such technology as closed-circuit television and e-mail to enlarge our conversation.

However, I also learned how important it is that, in future projects of this kind, secondary and university teachers be treated as colleagues.

Our chance to develop a truly *reciprocal* conversation began the next school year with a pilot e-mail project. While small in scale, this e-mail project involved high school students communicating with members of the university community, a transfer of important information, a growth in knowledge of technology, and improved attitudes toward writing. Those pioneers of the Internet corresponded through school computers about a variety of topics with students and staff from Catholic University, not knowing until the end of the semester whether they had been conversing with students a few years older or faculty a few decades older.

When I established the second-year e-mail program, I wrote a formal statement of purpose that made explicit the need to discuss what they and their correspondents were reading and what concerns they had about university life. We met with the two members of the university's Education Department, and worked on a matchup list, reasoning that not only would the high schoolers benefit, but teachers in training would learn a little more about their future students. Secondary students were approached to take part with the carrot of extra credit dangling in front of them. Shortly after this, I committed myself to a small study of how e-mail experience affected attitudes toward writing.

After some initial problems with getting e-mail access for the students who signed on, we established random matching of secondary and collegiate participants. I distributed the list to my students, telling them to begin communication. They were to e-mail at least once a week and give me tangible evidence of those communications, either a copy, summary, or running diary. I also informed parents about the project by letter and had the students sign agreements to abide by the school's rules for use of their e-mail system. Unfortunately, we soon found that having e-mail addresses did not give the students immediate access online, and the project was held up a few weeks while that problem was worked out. Our school, like most schools, is very concerned about misuse of technology.

Slowly, evidence of success began to come in. In spite of institutional schedules that didn't quite mesh, some messages were getting through. One student chose to correspond with both a university student and a Japanese student introduced by one of my colleagues. With the university student, this secondary student discussed the idea of being single or married in graduate school; with the Japanese student, he pondered the nature of young American women. Since my student was Korean, I took special delight in the fact that these international correspondents were also communicating about the nature of second language communication *in their second language*. A few of the participants were communicating more than the required once per week. Others, however, including me, were having trouble getting through to their e-mail buddies. Different spring breaks, technological difficulties, and the burdens of late senior year began to overwhelm the students.

With all its problems, though, the project chugged along. Those who stayed with it—despite difficulties with finding enough time, getting

access to computers in the media center when the student was free, and discovering mismatches in correspondents' levels of enthusiasm—communicated with fervor, discussing books, college life, and life in general. At the beginning of the project, I had also given all participants a writing attitudes survey. Then, at the close of the project, I queried students again on both writing attitudes and on how far each went with the project itself.

I heard that some students were communicating but neglecting to give me evidence. My own data, which represented a minimum number of communications, told me that 21 out of the 44 who originally signed up communicated at least once, and only four did not attempt a second communication. The group averaged 5 or 6 messages back and forth, though one girl wrote 18 messages and received as many in return. Two people had four correspondents, adding friends who were away at college; three were chatting with three different people; and two e-mailed two different correspondents. Some began a dialogue with me via e-mail since they no longer were seeing me in class. Obviously, just about all discussed their readings and college life as required, but they also talked about vacations and mutual friends, shared experiences, and even swapped jokes.

The data from the writing attitude surveys was especially interesting to me. I guessed that there would be little change because I was already working with highly motivated bright students, but there was a clear positive change in the students' attitudes toward writing. The experience, with all its imperfections, was positive.

Toward the end of May, one of the students dropped by. This student had had trouble hooking up with her collegiate buddy, so I had given her the e-mail address of a student attending a private high school in Buffalo where I had once taught. I had received no reports from her and thought she had dropped out of the project. Apparently, she had either forgotten to report or didn't need the extra credit, but she had been e-mailing for four months and had made plans to visit the girl from Buffalo in the summer! Aside from the information and fun it afforded, participants grew comfortable with skills they will use over a lifetime.

Our fully *reciprocal* conversation developed out of this *program-building* conversation. One of the suggestions made by students was to tie the e-mail project into some course-related activity. As *The House on Mango Street* is a part of both secondary and university curricula, we set up a much smaller e-mail pairing wherein a senior high school student and a college education major would plan a lesson that would be appropriate for ninth graders. Several seniors submitted lesson plans and, before the year ended, one of the plans was used in a ninth-grade classroom. My visit to the university to talk about the ninth-grade English curriculum, my Advanced Placement seniors' e-mail correspondence with teachers-in-training, and a visit *from* the teachers-in-training to my ninth-grade classes are but a few of the special outcomes derived from this project. And special indeed was the news that Monica Johnson, one of the e-mail correspondents, would become my student teacher!

The University Perspective

by Joan L. Thompson, The Catholic University of America, Washington, DC

The nature of schooling is shaped by sociological, historical, political, and philosophical influences. The school curriculum is often viewed as a reflection of society, shaped by societal changes (Ornstein & Hunkins, 1988). David Dwyer (1996) points to a rapidly changing global community impacted by advances in technology. Clearly, society is being transformed by technological innovations, and educational institutions are responding to the call by rethinking the what and how of teaching, reshaping the curriculum to prepare students for life in a global, technological society. Increased access to computer technology is presently a significant impetus for curricular change.

Observations about the use of computer technology in educational communities point to a need for concern about the attention to technology in the curriculum. The first observation: *Technology "is."* Students of all ages have increased access to computer technology, in schools, in libraries, and in the home. The presence of computer technology is a reality, yet institutions of education are often viewed as slow to jump on the electronic bandwagon. According to educational critic Larry Cuban, public schools and institutions of higher learning are "low-tech institutions in a high-tech society" (Cuban, 1996). A recent forum at this university, for example, was promoted for addressing the following concerns: whether it is worth introducing technology into the teaching process, whether schools have a choice, and whether the growing expectation of students for technology to be everywhere should impact teaching. Technology is a part of our personal, educational, and economic lives, and this reality has implications for teachers and teacher educators.

> ***Increasingly, we compose and revise with the aid of word processing programs, and old notions of what constitutes "text" have changed, influencing thinking about our concept of literacies.***

A second observation: *Computer technology is an information and communication medium.* Computers are useful to educators, as they have been for decades, serving information-

storing and data-analyzing needs. Now the Internet and the World Wide Web have opened the routes of access to unlimited amounts of information and the global community is within reach through e-mail communication. Increasingly, we compose and revise with the aid of word processing programs, and old notions of what constitutes "text" have changed, influencing thinking about our concept of literacies.

Suggesting a shift in thinking from a technical mindset to one that is broader is a third observation: *Technology is a powerful medium for teaching and learning.* Studies link the use of technology in schools with gains in academic achievement and engagement in schools, pointing to evidence of the impact of technology on the development of essential skills needed in the 21st century. These skills include ability to communicate, to collaborate, and to solve complex, real-world problems (Dwyer, 1996). Cuban (1996) notes, however, that the reengineering of curriculum toward any significant change has typically failed to impact transformation of teaching. But for meaningful use of technology to occur, such a transformation must take place.

A significant impetus for change in how universities prepare teachers and thus shape the practice of teaching is through the process of accreditation. The National Council for Accreditation of Teacher Education recently released guidelines proposing increased use of technology for teaching and learning. Art Wise, NCATE's president, states in his message that precedes this report, "As technology moves from the periphery to the center in K–12 schools, it should also move from the periphery to the center in teacher-candidate preparation. We must all work together to help ensure that tomorrow's teachers are prepared for the challenges of teaching in the 21st century" (NCATE, 1997). Specifically, the NCATE report calls for teachers who: (1) understand the impact of technology on working, communicating, and learning, (2) model use of a range of technology for information-gathering, (3) guide students to be critical consumers of information technology, and (4) are able to model risk taking with regard to use of technology.

In recent decades, the preparation of teachers has become a shared responsibility, involving well articulated collaboration among universities and schools. To enable prospective teachers to be effective in the classrooms of the 21st century, a shared commitment must focus on the use of technology for teaching and learning. According to Sheingold (1991), efforts at restructuring our thinking about curriculum and technology must come about through synergy and participation in broad learning communities.

This synergistic relationship describes the ongoing partnership between two institutions with mutual interests in transforming curriculum to prepare students for a future society, resulting in focused inquiry into uses of computer technology to enhance learning opportunities. My participation in this partnership reflects action research centered on a central problem: *How can we use technology to enhance content learning within the context of institutional collaboration?* This line of inquiry resulted in an ongoing partnership with the English Department at Springbrook High School and shaped my personal views of technological change in the curriculum of teacher education.

My initial involvement with Springbrook High School began with an invitation to engage my students at Catholic University in e-mail communication with high school students. I saw this as an opportunity for my students, enrolled in a secondary education methods course, "Curriculum and Methods in Adolescent Education," to develop better understanding of the adolescent learner through regular, computer correspondence. Through discussions with high school students, I anticipated influence on my students' understanding of developmentally responsive pedagogy (Stevenson, 1992), encouraging consideration of the learner as a variable in designing and implementing instruction. Although my intentions were that discussions would be unstructured in order to encourage a flow of conversation, students were provided with suggested topics for initiating discussion: What do you do when you are not in school? What are your major interests? Describe your favorite class. What motivates you to do well in school? How would you best describe yourself? How would others describe you? What is your favorite book, movie, or TV program? For this project, university students were asked to maintain journals, summarizing partnered communications. At the end of the semester, students would write reflective summaries about how involvement in this project shaped an emerging view of teaching adolescent learners.

To enable prospective teachers to be effective in the classrooms of the 21st century, a shared commitment must focus on the use of technology for teaching and learning.

My students were matched with e-mail partners at Springbrook High School in the Spring 1996 semester and instructed to initiate contact. Over the course of a few weeks, only a few students were successful in reaching their partners; most students reported technical problems in accessing the public school's computer system. The following e-mail interactions were common:

> Inquiry to student (after several attempts): *I am trying to correspond with you. Please write me back and tell me a little about yourself.*
>
> Response: *Connection refused/mes-*

sage still undelivered after 4 hours/ will keep trying until message is 5 days old.

Inquiry to student: *I am trying to correspond with you. Please write me back and tell me a little about yourself.*

Response: *Your message could not be delivered/Check that name has been entered correctly.*

Hindered by the inability to access system accounts, student (university and high school) difficulty with the commands for using e-mail, days lost due to snow closing and lack of alignment between university-school semester calendars, students were unable to initiate or sustain communications. As university students expressed concern with end-of-semester commitments and frustration with the technology, a decision was made to terminate required participation in the project.

In action research, reflection on results informs subsequent decisions. Following consideration of difficulties encountered in the spring project, we again considered the question of how to use technology to enhance the content learning of students, and a second project was proposed for the Fall 1996 semester. In this new effort, a significant amount of time was allowed for collaborative planning. During the summer prior to the start of the school year, I met with the teachers at Springbrook High School to generate possible links between institutions for creative uses of technology in the curriculum. In the fall semester, a small group of university students would be enrolled in a content-specific methods of teaching class, "Teaching English in Secondary Schools." An outcome of this course is the development of units of instruction that reflect personal philosophies of teaching and learning in English classrooms. Units become part of a developmental portfolio that provides evidence of a philosophy in action, shaped through study of English and pedagogy and through experiences in secondary classrooms. I considered the learning needs of my students and the curriculum and objectives of my course. With partners from the high school, we conceptualized a project that involved collaboration at several levels.

The focus of the project would be a unit of instruction, planned by students in the English methods course and students in an AP English class, for students in Grade 9. From my perspective, this decision was influenced by my view that since learning takes place through meaningful interactions, discussions with high school students would provide insight into the nature of the adolescent learner and the learners' perspectives on text and methods of teaching. The decision to focus on Sandra Cisneros' novel *The House on Mango Street* reflected a mutual focus on engaging adolescent learners in literature that reflects themes of cultural diversity. In past semesters, this text had been part of the curriculum of the English methods course. In our planning, we found a link to the texts used in the ninth-grade curriculum. This unit would serve to prepare students for planning a culminating unit that integrates a work of multicultural or adolescent literature with a text from the traditional canon. The purpose of the project would be for students to negotiate perspectives of content and pedagogy through conversations about the text using communication resources. Students would be engaged in developing the knowledge and skills needed for effective planning through conversation with adolescent learners. Each university student would be paired with a 12th-grade Advanced Placement English student for several weeks of e-mail conversation, and the nature of the discourse would serve to inform my own understanding of the planning process for beginning teachers.

An outcome of this course is the development of units of instruction that reflect personal philosophies of teaching and learning in English classrooms.

At the beginning of the semester, university students were presented with guidelines for unit development. Students were instructed to maintain and submit journals summarizing the planning dialogue. Units would include statements of unit goals and lesson objectives; varied methods of presentation to include integration of reading, writing, speaking, and listening; varied groupings for instruction; and varied models of instruction. Statements of rationale would also be presented, with opportunity for students to link theory to practice through reflection on decisions embedded in unit development. To provide a context for planning, the Springbrook teachers visited my class at The Catholic University to give an overview of the county's new English curriculum. Catholic University students visited Springbrook High School to observe the learning environment.

Again, we paired students and exchanged e-mail accounts, this time allowing some flexibility in the schedule for technical difficulties. Of the five participating Catholic University students, however, only one student was successful in establishing communication with the high school partner. All involved anticipated a resolution to the technical problems, but the university semester moved forward, and students again suggested we abandon our efforts to contact students at the high school to allow for focus on other requirements. Informed by my previous experience, I was prepared to allow these students to discuss the planning assignment in class as a group. As a result of the technical problems and constraints of time, I reluctantly pulled the plug on this collaborative effort.

The Student-Teacher Perspective

by Monica Johnson, The Catholic University of America, Washington, DC

The e-mail project between Catholic University and Springbrook High School was a significant endeavor, not only because it fostered ties between two learning institutions, but also because it became a keystone to hold together ideals of the use of technology in our curriculum and the exchange of knowledge. As an e-mail project, it was by nature informal and personal. Yet, as simple as the project first seemed, it certainly expressed grandeur in its applications. I learned about my e-mail partner without the formal barriers of the classroom setting or the student/teacher relationship. I saw my e-mail partner as a typical adolescent or high school senior. I was able to expand my horizons of teaching with a student's perspective of what works and what doesn't.

The e-mail project developed in three distinct stages for me, as I encountered it at three different stages of my studies. It began during my junior year at Catholic University of America when I took a course called "Methods of Secondary Education," which focused on how to teach the adolescent. The first section of the course focused on adolescent development, both physical and mental. We discussed issues such as peer pressure, identity, family problems, and drug abuse. Through these discussions, we realized how important it was to know the students we would soon be teaching. It has become a developing responsibility for teachers to be not only a facilitator of knowledge, but also a guidance figure for our students in areas of social and moral behavior. In order to do this, we must be able to communicate with our students openly and honestly. This is exactly why the e-mail project was so significant. Our first assignment was to try to correspond with our assigned e-mail partner at least once a week. We were not given an assigned topic for discussion, but rather were told to talk freely about our partner's interests, concerns, or thoughts on various topics. We, in turn, would talk about college life and our interests. The correspondence was, at first, uncomfortable, the way "small talk" with a stranger often is. Even so, my partner and I kept up with the communication at least once a week, and the letters became more developed as time elapsed. I began to ask her what she was reading in English and why she either liked or didn't like the book. She took an interest in my questions and would go on to ask me my opinion of books she knew she would read in the future for English class. We would converse about Shakespearean plays and the Shakespearean movies that seemed to be coming out in theaters every month. She would also continue to update me on the current basketball or football games, the plays, and her other weekend events. By the end of the semester, we were trading jokes like close friends. I regarded it as a wonderful opportunity for me to reminisce and to once again know what it was like to be a senior in high school.

Unfortunately, this project wasn't quite as successful for many of my peers. In fact, I appeared to be the only student in my class that had consistent successful communication with my Springbrook counterpart. Due to problems with technology and the e-mail addresses of the Springbrook students, many students seemed to give up hope of a connection after a few tries, and several students just lost interest in the project overall.

My first-semester success with the project prodded me to try it again the following year. It was the semester before my student teaching, and this time we had a more directed assignment: to help guide our assigned senior to write a lesson plan that he or she might teach to a Springbrook freshman. E-mail was to be our primary means of contact. The assignment began with enthusiasm as our whole class read *The House on Mango Street* by Sandra Cisneros. As a class, we discussed how we might teach the book by brainstorming on the goals, possible activities, materials, and possible outcomes of the lesson. Then we began to correspond with our newly assigned students. I began my letter by asking my new e-mail partner to reflect on who her audience was going to be. I asked her to remember back to her days as a freshman and then I asked her to think of an English lesson that stood out in her mind. She remembered that she liked lessons that allowed her to interact with the book. She then began to think of a theme from the story that she wanted to develop for her lesson: the home, not just as a building, but also as a symbol of family and security. I felt this was a solid starting block. She had already thought about the needs of her audience, as students and as people coming from a variety of ethnic, social, and economic backgrounds who have different ideas of what home is and how it shapes us. As we developed the lesson further, she expanded her medium beyond discussion to drawings of home and family and writing responses to a favorite vignette from the book. Her philosophy of teaching stemmed from her knowledge of her audience and what she perceived their interests or needs to be.

Although the final outcome of this lesson appeared to be successful, my partner and I ran into several problems which were likely caused by technical failures. Throughout the beginning of the semester, we did not receive each other's messages. However, since I was observing her English class at Springbrook for my practicum, we saw each other at least once a week during my class observation. After we realized that our messages were getting lost in some "black hole" in the computer system, we began to e-mail via her commercial connection at home, instead of trying to manage the school system's inhouse program. These attempts were all successful. Yet again, my

classmates at Catholic University ran into the same glitches with the computer system, but they did not have the opportunity for personal contact that I had.

A semester later, I was student-teaching at Springbrook. While I had no need to continue with the e-mail correspondence, I was grateful that I had engaged in the project for the past two semesters. I felt that I had an advantage over other student teachers because I knew what to expect from my students. I understood their stage of development, their interests and concerns, and the anxiety the students had about college or job hunting. My students could sense that I understood them, and they did not view me on a pedestal, but rather, they were open and honest with me.

Now, a full year away from my involvement with the project, I still carry the knowledge with me. I have my middle school students write journals and stories about their interests and significant memories that mimic the e-mail conversations so that I can develop a similar close and candid relationship with them. From my experience, I know what and how to teach them to maintain their interest. Furthermore, I am in the process of beginning a pen pal project via e-mail with a group of students in France who are learning to speak English. Although I have switched roles from student to teacher, I have still retained the same goals I held for myself: to improve communication, to gain more knowledge, and to expand my use of technology. However, now I pass these objectives on to my students as they communicate and learn about another culture while simultaneously learning more about the power of technology.

Conclusion: A Post Mortem

Reflecting on our effort to use technology to enhance secondary–university mentoring and development of future leaders, we have no data to support the notion that use of computer technology enhances content learning. This does not, however, adequately reflect the results of these collaborative endeavors. Indeed, positive results emerged from this experience.

Students in both the university and secondary school settings observed what appeared to be, at times, "collegial floundering," but this experience provided the opportunity to make explicit the process of active, reflective decision making.

First, we engaged in what Sheingold calls "adventurous teaching" (Sheingold, 1991). One focus of teacher preparation is the principle of reflective teaching. Prospective teachers must be guided in taking risks, grounded in best judgment, as ongoing action research. Students in both the university and secondary school settings observed what appeared to be, at times, "collegial floundering," but this experience provided the opportunity to make explicit the process of active, reflective decision making.

At the heart of this decision making was the synergy for collaboration and strengthening of partnerships between institutions. Another positive result of our interest in seeking ways to creatively use computer technology and long-distance communication was the creation of contexts for face-to-face interactions in planning sessions and intervisitations. Although the e-mail project expired, we have maintained the conversation among ourselves and with new student teachers as they continue to link the university and the high school. The partnerships created in this venture continue to enhance learning opportunities at both institutions.

Finally, as we continue to work together as professional educators at both secondary and university levels, this project focuses our thinking about the issue of technology in the classroom. Critics suggest that educators act with hindsight with regard to use of technology in schools, claiming that we are unable to keep pace, from a curricular standpoint, with changing technology. The opportunities to generate ideas for uses of technology, as evidenced in this evolution of projects, indicate that this is not the case. What grew from an e-mail correspondence activity was a creative effort to use e-mail to link learning across institutions. The collaborative efforts at synergy enabled us to go beyond the capabilities of the technology to create ongoing partnerships for preparing our students for a rapidly changing world. ●

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The Conversation Continues . . .

Watch for Donald Shafer's article "What Has Happened to the Magic of Mentoring?" coming in the February issue of ELQ.

1998 CEL Election Slate

Candidates for Associate Chair

Rick Chambers, Program Officer, Accreditation Unit, Professional Affairs Department, Ontario College of Teachers. **Formerly:** English teacher since 1971; department chair in four secondary schools; CEL member-at-large; member of CEL program, membership, and hospitality committees; vice-chair, Ontario ASCD; chair, Waterloo County English Subject Association; reader/evaluator, *English Journal*. **Member:** NCTE, CEL, ASCD, NCTM, Board of Directors: "I'm One of a Kind Literacy and Numeracy Program" (Canadian federal grant project). **Publications:** Articles in *English Leadership Quarterly*; Ontario Public School Teachers' Federation (OPSTF) *Act, Reflect, Revise Journal*; Ontario ASCD *Curriculum Directions*; *Using the New Technologies in Learning*; *OPSTF Curriculum and Research Committee*; *Kitchener-Waterloo Record*; *The United Church Observer*; school newsletter writer/editor; resource text contributor; *Professionally Speaking* (Ontario College of Teachers). **Awards:** Waterloo County Teacher of the Year (1995); Ontario Secondary School Teachers' Federation (OSSTF) Awards of Excellence (1992, 1995). **Program Participant:** NCTE, CEL, Ontario ASCD, OPSTF, OSSTF, others.

Position Statement: CEL is a professional community which recognizes, values, and revitalizes the work of English leaders in North America. In an era of relentless change and innovation, CEL provides a forum for discussion, reflection, and inspiration. As associate chair, I will facilitate both the CEL and its members in exploring new pathways to professional growth.

Jeffrey N. Golub, Associate Professor of English Education, University of South Florida, Tampa; chair, NCTE Information Literacy Committee. **Formerly:** English teacher for 20 years; CEL member-at-large, chair, NCTE Classroom Practices Committee; representative-at-large, NCTE Executive Committee; CEE liaison to CEL; program cochair, NCTE Spring conferences in Boston (1996) and Phoenix (1986); coeditor, "JH/MS Idea Factory" column in *English Journal*. **Member:** CEL, CEE, ASCD, JH/MS Assembly; Assembly for Computers in English; Florida, Washington, Oregon, California, and Colorado State English Councils. **Publications:** Author, *Activities for an Interactive Classroom*; editor, *Activities to Promote Critical Thinking and Focus on Collaborative Learning*; articles in *English Journal*, *English Leadership Quarterly*, *Florida English Journal*, and others. **Awards:** State Farm Insurance "Good Neighbor" Award for innovative teaching (1990); *English Journal's* Writing Award, with coauthor Louann Reid (1989); USF's Teaching Excellence Award (1994). **Program Participant:** NCTE, CEL; conferences in California, Colorado, Florida, Washington, and others.

Position Statement: Teachers are asked to look beyond the classroom and work in groups to resolve critical issues affecting student performance. They are involved in problem solving and decision making—two critical skills for leaders. CEL must support these skills by providing pertinent information, valuable insights, and innovative instructional options for teachers to consider.

Candidates for Member-at-Large

John Barber, English Dept. chair, Fairmount-Harford High School, Baltimore, Maryland; president, Maryland Council of Teachers of English Language Arts (MCTELA); secretary, NCTE Black Caucus; teacher-consultant, Maryland Writing Project. **Formerly:** Minority Affairs Coordinator, MCTELA; Language Arts resource teacher; program chair, 1997 CEL convention. **Member:** NCTE, CEL, ASCD, NEA, Kappa Alpha Psi Fraternity. **Program Participant:** NCTE, CEL, ASCD, MCTELA, others.

Position Statement: A smooth transition into the 21st century calls for CEL leaders with the capacity to represent a diverse group of English educators. Therefore, emphasis should be placed on those initiatives that further augment the professional as well as the educational growth of our members. In addition, we must see ourselves as active inquirers, experimenters, problem solvers, and theorizers, reflecting from multiple perspectives. Hope continues to be alive as CEL continues to maintain the long tradition of excellence.

Cheryl Bromley Jones, English teacher, Plymouth North High School, Massachusetts; Massachusetts Council of Teachers of English (MCTE) 1998 Spring Conference chair; consultant for Teachers²¹ (affiliate of Research for Better Teaching). **Formerly:** President and secretary of MCTE, local arrangements chair 1996 NCTE Spring Conference, SLATE Nominating Committee, spokesperson, NCTE 1995 Literacy Campaign. **Member:** NCTE, CEL, MCTE, Lucretia Crocker Academy of Teach-

ing Fellows, NEA, MTA, PCEA. **Publications:** Author, *Teaching with Panache!*; Series: *Linking with Literature* and *The Hook and Loop Approach to Writing*; "Unanswerable Questions" in *IDEAS Plus Book Eleven*. **Awards:** 1996 Sister Mary Anderson Award for Service to the MCTE; Lucretia Crocker Fellowship 1990; MASCD 1995 Peter Farrelly Award. **Program Participant:** MCTE, NCTE, CEL, MRA.

Position Statement: CEL provides professional enrichment through its conferences and literature. As educators and leaders, we need to stay current with all issues related to language arts. CEL must continue to provide programs and information that focus on ways to promote equitable and passionate English language arts environments for all students.

Helen E. Poole, Supervisor of English, Ramapo High School, Franklin Lakes, New Jersey; NCTE Editorial Board. **Formerly:** High school English teacher; K–12 language arts supervisor; NCTE Secondary Steering Committee; NCTE Spring Conference chair; NCTE Secondary Section chair; SLATE Nominating Committees; CEE Commission on Inservice Education; NCTE and *English Journal* reviewer; NCTE Literary Magazine and Writing Achievement Awards judge; NJCTE vice-president; NJCTE Conference chair; consultant. **Member:** NCTE, CEL, IFTE, NJCTE, NJ Language Arts Leaders Association, IRA. **Publications:** *English Journal*, NJCTE *Focus*, *English in Focus* (University of Leeds, England). **Awards:** Montclair State University Fellowship in Teaching Writing. **Program Participant:** NCTE, IRA, CEL, NJCTE.

Position Statement: My active involvement in professional organizations has given me opportunities to meet people from across the country, to learn more about our profession, and to participate in activities which have enhanced my professional leadership qualities. My experience in suburban, urban-suburban, and rural-suburban districts has shown me that professional leadership can improve English Language Arts education for all children and make the teaching of English Language Arts an exciting, joyful, and worthwhile endeavor. I will use this involvement and experience to represent the membership of CEL and demonstrate to others the importance of strong leadership in English education.

Robert C. Wilson, Program administrator, English & Theater Arts, Greenwich High School, Greenwich, Connecticut; Co-director and teacher/consultant, Connecticut Writing Project at Stamford; Executive Board member & membership chair, CCTE; Education Committee chair, English-Speaking Union, Greenwich Branch. **Formerly:** H.S. Department chair (10 years) & K–12 curriculum specialist (3 years), Brookfield (CT) Public Schools; Teaching Fellow, Fordham University. **Member:** NCTE, CCTE, CEL, ASCD, PDK, E-SU, CWP. **Publications:** articles in *Connecticut English Journal*, CCTE newsletter, Greenwich Public Schools publications. **Awards:** E-SU Summer Fellowship, Oxford University (1996). **Program Participant:** CCTE, CEL, CWP.

Position Statement: Only informed leaders who are willing to take risks will be able to lead English educators into the next century. We cannot merely support our colleagues; we must challenge them to re-think curriculum and instruction, while we actively model "best practices." As members of CEL, we must also be vocal and confident advocates for English education in the arena of public discourse where nostalgia too often masquerades as informed opinion.

1998 CEL Ballot

The CEL Bylaws permit members to vote either by mail or at the CEL business session of the annual fall convention. Each member mailing a ballot should mark it and mail it in an envelope with a **return name and address** to: Jim Mahoney, 61 Vanderbilt Ave., Saint James, NY 11780-1751.

Ballots must be postmarked **no later than November 2, 1998.** Members who prefer to vote at the convention will be given a ballot and an envelope at the business session of CEL. An institution with membership may designate one individual as the representative to vote on its behalf. Please list the institution name and address on the outside of the envelope.

Associate Chair
(vote for one)

- ❑ Rick Chambers
- ❑ Jeffrey N. Golub
- ❑ _____
  (write-in candidate)

Member-at-Large
(vote for two)

- ❑ John Barber
- ❑ Cheryl Bromley Jones
- ❑ Helen E. Poole
- ❑ Robert C. Wilson
- ❑ _____
  (write-in candidate)

Call for Manuscripts—Future Issues

The *English Leadership Quarterly*, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–5,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, firsthand accounts of successful department activities are always welcomed. Software reviews and book reviews related to the themes of upcoming issues are encouraged.

A decision about a manuscript will be reached within two months of submission. The *Quarterly* typically publishes one out of ten manuscripts it receives each year.

Surveys of our readers reveal these topics of interest: leadership studies, class size/class load, support from the business community, at-risk student programs, integrated learning, problems of rural schools, and the whole language curriculum philosophy. Short articles on these and other concerns are published in every issue. In particular, upcoming issues will have these themes:

February 1999 (deadline October 30, 1998)
Leading and Managing Change

April 1999 (deadline December 15, 1998)
Effective Leadership for Student Achievement

August 1999 (deadline March 15, 1999)
More Ways to Implement Innovations

October 1999 (deadline June 15, 1999)
Guest Editor issue—If you would like to edit an issue of the *English Leadership Quarterly*, contact Henry Kiernan by **November 1** for details.

Manuscripts may be sent on 3.5" floppy disks with IBM-compatible ASCII files, or as traditional double-spaced typed copy. Address articles and inquiries to Henry Kiernan, Editor, *English Leadership Quarterly*, West Morris Regional High School District, Administration Building, Four Bridges Road, Chester, NJ 07930; phone 908-879-6404, ext. 281; fax 908-879-8861; e-mail kiernan@nac.net

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▶ IN THIS ISSUE

Leading and Managing Change

by Henry Kiernan, editor

Warren Bennis wrote that leadership is like beauty: It's hard to define, but you know it when you see it (*On Becoming a Leader*, 1994). In the recent process of helping us "see it," research on effective school leadership identifies multiple variables such as promoting high expectations, fostering positive climate, and serving as a change agent. While leadership is far too complex to be reduced to a set of variables, this issue's authors address the role of leadership in varying ways and in varying degrees through an understanding of the context of change.

Don Shafer begins with an exploration of the human skills involved in mentoring. Thomas Murphy, Elizabeth Combs, and Ray Jorgensen address specific leadership behaviors to support a vision for effective professional development. Brian Ladewig presents a theoretical understanding and a rationale for leaders to embrace the challenge of change. Kathleen Puhr provides an example of how to lead and manage change.

The collective wisdom of our authors affirms that change is only possible when leaders enable others to act and encourage the heart. ●

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Mentoring

by Donald Shafer, Sidney High School, Sidney, Ohio

Recently, I had the opportunity to read our school's new mentoring program for entry level teachers. After reviewing it and having read others, I wish to make several observations. First of all, the philosophy of the new programs is idealistic enough—"help teachers grow professionally . . . receive needed professional and personal support . . . develop both confidence and decision-making skills." However, these programs lack the very soul of mentoring.

The type of mentoring most schools adopt is called facilitated mentoring, defined in *Beyond the Myths and Magic of Mentoring* as "a structure and series of processes designed to create effective mentoring relationships, guide the desired behavior change of those involved, and evaluate the results for the proteges, the mentors, and the organizations with the primary purpose of systematically developing the skills and leadership ability of the less experienced members of an organization" (Murray, p. 5). This is all well and good, and institutional mentoring may work.

But is this indeed mentoring? Is the mentor being put into the role of supervisor in some of these pro-

grams? The answer to these troubling questions is, I believe, yes, especially when looking at the documents that are usually found at the end of mentoring packages and that the mentor and mentee must fill out. In my school's mentoring package, there are ten forms to be filled out. They are titled "Knowledge of Students," "Instruction Plan for a Single Lesson," "Classroom Observation Record," "Reflection Sheet," and "Instructional Artifact Sheet," to name only a few. Questions remain. These documents appear to be supervisory in nature, especially the Classroom Observation Form. Will the principal see these records, and will the mentor be put in the role of evaluator? Further, will there be cases where the mentor will be used to fire an unsuccessful teacher?

Another component of many institutional mentoring programs is the method of selecting mentors. Mentors are often volunteers who are not screened in any way. In many districts, mentors are given stipends and are expected to observe the new teacher closely. This begs another question: Can just anyone be a mentor? The answer is no. Mentors are special individuals who often possess several characteristics that support good mentoring. Generally they are open-minded, objective, nondefensive, articulate, insightful, and possess a good sense of humor. Although many people possess these characteristics, some do not.

After studying mentoring for a number of years, I have concluded that there is magic in mentoring that "just happens." One of the best definitions of a mentor comes from Daniel Levinson: "A mentor is a person who shares a dream—not necessarily a consciously formulated career goal, but a cherished perception of self. The mentor encourages the young person's development by believing in him, sharing his youthful dream and giving it his blessing, helping him to define the newly emerging self in its newly discovered world, and giving the young adult the autonomy to work out a reasonably satisfactory life structure that contains the dream" (1978, p. 48).

Looking in depth at this definition and applying it to new teachers is not difficult. When a teacher enters the profession, his or her dream is to be the best, to share knowledge with students, and to shape and guide future generations, to give students tools that take them beyond their believed capabilities. The novice teacher's self-perception is entwined in this belief. The true mentor enters the picture and nurtures this belief. Nurturing the dream does not come about through forms and class observations, but through encouraging, instructing, advising, helping with career moves, inspiring, role modeling, and friendship.

After studying mentoring for a number of years, I have concluded that there is magic in mentoring that "just happens."

Recently, I had a student teacher. My first questions to him were, "Why do you want to be a teacher?" and "Do you realize it is very hard with few tangible rewards?"

"Yes, I know all of that," he said. He was ready to teach high schoolers what they needed to know.

About the third week of his student-teaching experience, he told me he was not going to be a teacher, but he had decided to go into medicine. I asked why the sudden change. He wanted to know how I managed to stay in education as long as I had. He was discouraged. The students were more knowledgeable than he expected, and he found he was not as prepared as he thought. I explained to him that after my 32 years in the classroom, I would *still* choose teaching as a profession. He looked at me and said "wow." Then he said he wanted to finish student teaching. I spent more time with him over the next few weeks, encouraging him and cajoling him to do better at times. We shared coffee after school and talked about students and education and idealism. He taught for the remainder of the quarter. After the ninth week, I asked him how he was coming

The Conference on English Leadership (CEL) of the National Council of Teachers of English is an organization dedicated to bringing together English language arts leaders to further their continuing efforts to study and improve the teaching of English language arts. The CEL reaches out to department chairs, teachers, specialists, supervisors, coordinators, and others who are responsible for shaping effective English instruction. The CEL strives to respond to the needs and interests germane to effective English instruction from kindergarten through college, within the local school, the central administration, the state, or the national level.

It is the policy of NCTE in its journals and other publications to provide a forum for the open discussion of ideas concerning the content and the teaching of English and the language arts. Publicity accorded to any particular point of view does not imply endorsement by the Executive Committee, the Board of Directors, or the membership at large, except in announcements of policy where such endorsement is clearly specified.

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along with his decision, telling him that now was the time to change career paths if he was unhappy in education. He told me that after our talks, he began looking at education differently, and he thought that maybe he was expecting too much of himself earlier. And yes, he is staying in education.

No forms were involved. I only encouraged and helped him shape what he already knew he wanted, his dream of becoming a great teacher.

Two other examples serve to illustrate my point. Two novice teachers were hired to teach at the high school a year apart. Through the normal process, they were each paired with a mentor who had volunteered to help them. In both cases, the mentoring was not done well. In the first case, the mentor did not have the skill or the idealism to be a mentor; in the second, time schedules never matched. As a result, both new teachers struggled with many questions that no one seemed to answer. I saw what was happening and kept encouraging them because I knew they were quality educators with unlimited potential. I tried to help them understand the social structure of the school and told them to avoid the cynics who never had much good to say about any student. We spent many lunches together talking about discipline, testing, and student learning.

These two individuals are now becoming great teachers and will soon become the core of the teaching staff. They are idealistic, have a strong desire to teach, and are pursuing advanced degrees. Next year, they will team teach an experimental course and serve as building representatives for the high school. Our relationship continues, and I make myself available by answering questions and talking with them. Did the supervisory forms help them understand the structure of the staff or how to navigate between the Scylla's and Charybdis's in the building? The answer is no. Human contact, caring, and mentoring did.

Bringing the discussion back to the dream and the magic, I found this quote from Doloz's *Effective Teaching and Mentoring* where he emphasizes that the teaching function of the mentoring process brings about "the dream." Doloz wrote:

> Their purpose [mentors] as Bruno Bettleheim says in *The Use of Enchantment*, is to remind us that we can indeed, survive the terror of the coming journey and undergo the transformation by moving through, not around, our fear. Mentors give us the magic that allows us to enter the darkness: a talisman to protect us from evil spells, a gem of wise advice, a map, and sometimes simply courage. But always the mentor appears near the outset of the journey as a helper, equipping us in some way for what is to come, a midwife to our dreams (p. 17).

I am not saying that institutional mentoring cannot work. I am sure that in some cases it does. What I am saying is that we must encourage experienced teachers to become mentors to new teachers. Throw out the forms. Become the guide that helps a colleague realize dreams. That is the magic of mentoring. ●

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Learning and Leading Learning: A Vision for Professional Development

by Thomas Murphy, Elizabeth Combs, and Ray Jorgensen, Imperial Software, Long Island, New York

Preface

Our society embarks on the new millennium facing a continued explosion of technology. Fueled by three main arenas, hardware and software purchases soar due to an unprecedented commitment to use technology.

The first arena is comprised of individuals responsible for the public good. Typically, those with policy and procedure responsibilities, fearful that the world will pass their community by, create ways to purchase large quantities of "up-to-date" hardware and software. Centralized government furthers the explosion by developing technological methods to directly interact with its publics. These developing interactive procedures set the stage for more and more citizens to become technologically literate.

A second catalyst for this continuing technological passion abides in the hearts of every user of technology. People with little to great understanding of the jargon and concepts regularly use highly sophisticated affordable technology. New applications such as word processing, business applications, tracking devices, games, information retrieval, and the Internet urge everyone on the planet to take notice and consider becoming a player in the wide world of technology.

The first two arenas highlight a top-down impetus for change, while

the third area unearths a powerful grass roots effort to acquire and use technology. Recognition of the grass roots desire to effectively acquire and use technology sets the stage for an unprecedented position in the history of school reform. Parents and supportive constituencies everywhere uphold large-scale reform efforts as long as the intervention affords learners access to and application of technology.

Introduction

As the top-down initiatives to acquire and use technology grew, interactive devices found their way into the schools and classrooms of the world. In the early stages, teachers used the new technological knowledge to increase efficiency of their administrative requirements. Soon, students in clerical and accounting programs left their typewriters and accounting journals for word processors and spreadsheets. As these new users of technology were becoming proficient in the emerging applications, entrepreneurs were developing game after game to entice the world's children in Pong, Pac-Man, and the interactive future.

Technology moved into other school arenas by engaging learners in structured learning vignettes. Students practiced, responded, and received feedback from a multitude of devices that became more refined as time went on. Each year the sophistication and simplicity of technology increased. Today, many of our students enjoy research capabilities previously reserved only for those studying in our prestigious institutions of higher education or working in laboratory settings that reflect the hospital, office, and trade environments they will enter.

Major research initiatives support the recurring theme that learners emerging from formal education need technological skill and competence to enter virtually any business arena. Regardless of intended fields of study and work, today's students will change careers a number of times during their working years. The common thread that weaves its way through almost every profession is apt use and understanding of technology.

Recognition of the grass roots desire to effectively acquire and use technology sets the stage for an unprecedented position in the history of school reform.

Finally, parents in their professional lives deal with emerging requirements to understand and use changing sophisticated technology. In all careers, the use of technology has dramatically changed the way we work. Naturally, the parents of today's school-age learners are increasingly concerned about the use of technology in their children's learning environment and generally support initiatives that include technology integration.

Consider the following arguments:

- Stakeholders within and surrounding education recognize and support the acquisition and use of technology in school settings.
- Technology funding allows for schools and school districts to undertake large-scale professional development initiatives around teaching and learning.
- Technology has been slow to move into our classrooms in a meaningful manner.

Given these arguments, several questions regarding Professional Development surface:

- What assumptions and models of Professional Development can successfully meet the present demands for the integration of technology into schools?
- How can educators respond to these needs and issues as the increasing demand for technology integration comes into contact with the current models of Professional Development and educator training?
- How does this new Professional Development model compare with previously developed models?

In this essay, we explore a model of Professional Development (with a coherent purpose, set of operating principles, and plan for implementation) based upon recent studies of adult learning, education, and Learning Organizations. This dynamic Professional Development model, successfully developed within the context of a Learning Community, will allow for the successful integration of technology in schools. We assert that any technology or pedagogical initiative would be well served by using this model.

Section 1: Creating the Purpose of Professional Development

Goal—To engage the reader in considering an emerging set of assumptions, supportive research, and resultant purpose for Professional Development necessary to ensure that the desired curriculum is effectively integrated with technology.

Many professional educators, social scientists, and researchers have repeatedly bemoaned the inability of current Professional Development models to aptly engage teachers so that their classroom practices change as a result of their exposure to training. When faced with required changes in courses of study or program interventions, teachers repeatedly respond by rating Professional Development as a significant need. Although eager for training, transfer of the new knowledge to practice continues to be poor to average.

To understand better the current Professional Development situation, a look at some of the underlying assumptions seems appropriate. The following set of assumptions reflects only a sampling of beliefs; many associated attitudes will undoubtedly

strike the reader while perusing this short list.

Assumptions about Current Reality of Professional Development

- Excellent Professional Development seminars with lots of information will cause teachers' behaviors to change.
- More training will increase the probability that teacher practice will change.
- Teachers need and want this training.
- Inspirational messages will motivate teachers to change their practice.

As a result of these system-wide assumptions about Professional Development, educators begin to develop a few additional assumptions, such as:

- If I need training, I must be doing something wrong or incomplete.
- Someone else knows better how to teach my students.
- My current knowledge is not valuable.
- My beliefs about how and what to teach my students are not valued.

Clearly, the aforementioned is not intended to be an exhaustive list; rather, it sets the stage for the introduction of some research and a concordant model to enhance this inquiry into teacher training and development.

Jim Butler, after years of research and study, presents a model that introduces new assumptions about the current reality of Professional Development by describing deliberate adult learning behaviors that increase the probability of transforming new knowledge into practice (Butler, 1995). Keep in mind, the context of this model for the purpose of this essay is integration of technology. To begin describing this model, a few concepts need definition.

Public Knowledge: Any set of concepts, principles, or skills that a group intends to learn or be taught.

Professional Practice: The collection of teaching behaviors that characterize a professional educator's classroom performance.

Personal Practical Knowledge: The wisdom held by a teacher after years of applying his or her practice. For professional educators, Roland Barth labels the idea of Personal Practical Knowledge in his landmark piece *Improving Schools from Within* as Craft Knowledge.

World View: The active set of values held by the teacher reflected in his or her attitudes, beliefs, and assumptions.

Reflection: The intrapersonal time afforded to a professional educator to consider quietly new information.

Generation: The development of emerging perspectives and ideas, alone or with others.

Consider Figure 1, Butler's model for human behavior and change. Note that "Reflection and Generation" are at the center of the model. As indicated by professional developers internationally, reflective and generative behaviors are often absent in teacher training due to time constraints. This model illuminates a need for Reflection and Generation as cornerstones for effective Professional Development.

Emerging Assumptions about Professional Development

- Teachers need time to consider new information (Public Knowledge).
- Teachers will decide if the new information (Public Knowledge) warrants their consideration (World View).
- Teachers possess enormous amounts of Personal Practical Knowledge.

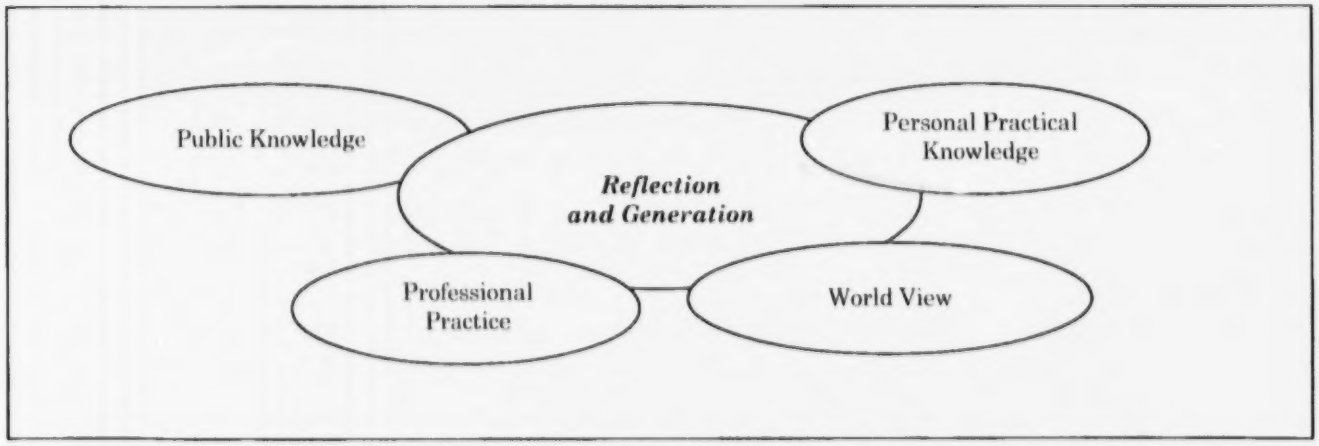

Figure 1. Adapted from Butler's model for human behavior and change

- Teachers need to engage their Personal Practical Knowledge with new information (Public Knowledge).
- Reflection and Generation are necessary steps toward transfer.

Along with these emerging assumptions, the Effective Schools Movement provides insight to a critical component of Professional Development (Lezotte, 1992). The Effective Schools Insight comes in the form of the following premises:

- The primary requisite for school improvement is ongoing professional discourse.
- In order to build internal capacity, teachers need time, place, and a common language for these conversations.

Peter Senge, the steward of learning organizations, urges institutions and schools to develop Learning Communities, places where learners engage honestly and regularly about what they are learning and doing (Senge, 1990). Fundamentally, a learning organization enhances the capacity of the community to create its desired future. This desirable setting for adult learners calls for a synthesis of the aforementioned concepts and assumptions.

Purpose of Professional Development

Given the emerging assumptions of Butler's model, the premises from the research on Effective Schools, and the consideration of a developing Learning Community, the purpose of Professional Development is to provide an ongoing infrastructure of informal and formal learning that changes current practice to better support the mission, aim, and purpose of the organization.

Once the reader accepts the stated purpose of Professional Development, the vision of intended Professional Development must be clarified. By outlining the operating principles supporting this purpose and a method for implementation, the remainder of this essay further details a vision of Professional Development.

Section II: Operating Principles in Support of the Purpose of Professional Development

Goal—To suggest a set of operating principles that would support the purpose of Professional Development as stated in Section I (i.e., to provide an ongoing infrastructure of informal and formal learning that changes current practice to better support the mission, aim, and purpose of the organization).

Developing a Professional Development model in isolation rarely serves those desiring benefit. To design a method for adult learning consistent with the needs of the site-specific teachers, each school's mission, aim, and purpose are required. These three concepts focus the activities and ensure the development of practical know-how consistent with the teachers' needs.

Brokering resources, finding time, modeling adult learning structures, designing the system to support learning, and developing agreements that advocate adult learning with bargaining units and administrators are only a few of the leaders' needed behaviors.

The following statements suggest a set of operating principles that would support the stated purpose of Professional Development. Each operating principle presupposes that the mission, aim, and purpose of the site-based Learning Community are explicit.

1. In collaboration with leadership, faculty develops a year-long plan for regular (minimally bi-monthly) opportunities to meet and learn together.

   As in most cycles of planning, those who will receive the benefit need to be the most intimately involved in the development. When teachers define their learning needs, time and place can be collaboratively established to minimize the impact on the professional staff's planning and personal requirements. Presenting an already well thought out plan for the teachers without their involvement will violate the notions of empowerment that adult learners require.

2. Teachers use these opportunities to form a Learning Community (Senge, 1990) in order to discuss their teaching practices and subsequent student learning in the context of the emerging technology.

   All too often, teachers have little time to discuss with other professionals their experiences in implementing any new idea into the pedagogy. Developing the time, place, and adult learning structures for ongoing professional discourse will ensure opportunities to develop pedagogical changes necessary to implement new technologies.

3. Once teachers agree on needed support (in the form of workshops, seminars, and the like), decision-makers broker and provide the necessary resources to support the emergent Learning Community.

   In this emerging Learning Community, leadership enables the community of adult learners to create their desired future (Senge, 1998). Brokering resources, finding time, modeling adult learning structures, designing the system to support learning, and developing agreements that advocate adult learning with bargaining units and administrators are only a few of the leaders' needed behaviors. Additionally, leaders will need the same opportunities for reflection and generation of ideas with their colleagues in order to develop their practice effectively.

4. As teachers are developing their individual communities of learners, leadership engages to determine what new roles and responsibilities are

required in their collective efforts to lead learning.

The same conditions that teachers need for holding regular learning conversations must be in place for those holding leadership positions. In standard organizations with power and control in a central position, isolation is pervasive. Enabling learning for leaders requires removing barriers, distributing power and control, and creating collegial learning settings.

5. Regularly scheduled meetings among all stakeholders are constituted and conducted to learn what's working, what's not, and to make recommendations in support of the emerging communities of learners.

All too often, educators have failed to involve stakeholder groups in conversations that involve rather than inform. Although many stakeholders appreciate information, this effort to create a Learning Community will fail if stakeholders are not afforded the opportunities to develop and support the core ideologies and practices of the emerging Learning Community. Integration of technology should be viewed as an enhancement of the system for student learning, not a panacea.

6. Teachers from all the regions meet to inform policy and decision-makers about the current progress and emerging needs.

School committees, school boards, and other governing bodies responsible for setting policy and procedure need to be treated as partners. These significant groups need to hear from the professional staffs implementing the new ideas as well as the stakeholders receiving the benefits of technology. As in every aspect of this emerging community of learners, frankness and honesty about the innovations are mandatory. This environment of openness and trust can only occur when the governing groups see themselves as critical friends to the innovation and when they practice the same learning disciplines as the professional staff.

As with any list of recommendations, these operating principles should not be taken as a "to do" list required to create a Learning Community or integrate technology into the classrooms of your schools. They simply serve as a starting point for your thinking about what principles are right for you or your school(s).

Section III: Implementation

Goal—To develop recommendations for specific behaviors that would support the implementation of a Learning Community.

In order to represent adequately the implementation of the aforementioned operating principles, we should consider the current reality of worldwide Professional Development and the vision of the new system. No set of statements about current reality or the future is ever complete or perfectly accurate. Keeping these limitations in mind, Figure 2 is intended as a beginning set of constructs open for further inquiry.

The primary method for achieving the transformation from the current reality to intended system of Professional Development lies in the development of an infrastructure for adult learning. This infrastructure may be described as formal and informal in its constitution and deliberations. Without this infrastructure, the opportunity for adults to exercise ongoing professional discourse with Reflection and Generation seems doomed. Figures 3 and 4 represent a list of possible activities that would support this emerging infrastructure of an adult Learning Community. The list is not intended to describe a linear set of activities to be embarked upon in a sequential manner. Rather, it portrays a set of potential activities that could be engaged concurrently or linearly, but always dynamically.

These infrastructures can develop successfully within the context of a Learning Community. The major caveat states that any of these activities designed and implemented in isolation will fail to accomplish long-lasting, meaningful, systemic change. ●

From Current Reality of Staff Development	To Intended Vision of Professional Development
Top-down centrally mandated programs	Locally designed, teacher-driven seminars and small group gatherings
Skill-oriented workshops	Process-driven formats accentuating concepts, principles, skills, reflection and generation
Teacher as "sage on the stage"	Teacher as "guide on the side"
Workshops filled with information and activities from beginning to end	Seminars filled with processes of adult learning theory
Total group guided practice	Small group inquiry models
Goals and agendas decided by workshop presenters	Goals and agendas decided by workshop participants
Individual mastery of content and skills	Cooperative learning and emerging collective intelligence
Learned	Learner
Problem-driven/effects-driven	Vision-driven

Figure 2.

Formal Professional Development Activities	
Student and teacher software training	Designed to have student(s) participate with the teacher in the training and to present the students as resources to other learners
Pull-out programs (one-on-many)	Programs that arrange for substitute teachers while teachers participate in workshops
Push-in programs (one-on-one)	Programs that arrange for coaches to work with teachers as they are teaching
Inservice	Traditional classes offered for inservice credit
Conferences	Usually off-site conferences given on technology or technology-related topics
Before and after school training sessions	Technology skill-specific workshops
Curriculum development	Teachers in small groups revising lessons to include technology
Distance learning	Teachers participate in regional, national, or international classes via technology

Figure 3.

Informal Professional Development Activities	
Computer at home	Programs that help teachers obtain computers and use software for their personal use
Student-led demonstrations	Students organize and present workshops for teachers
Newsletters	Printed materials where teachers and learners submit suggestions and/or tips
Teacher-led "open labs"	Optional times during the day where teachers would have access to technology and a knowledgeable resource person
Technology-based information sharing	E-mail, distribution lists, intranets, internet sources, bulletin boards, and the like
Collegial study groups	Informal small group conversations on focused topics, usually with prescribed readings/content

Figure 4.

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Search for New Editor of *English Leadership Quarterly*

NCTE is seeking a new editor of *English Leadership Quarterly*. In April 2001, the term of the present editor, Henry Kiernan, will end. Interested persons should send a letter of application to be received **no later than November 1, 1999.** Letters should include the applicant's vision for the journal, and be accompanied by the applicant's vita, and one sample of published writing. If applicable, please send at least one letter of general support from appropriate administrators at the applicant's institution. Do not send books, monographs, or other materials which cannot be easily copied for the Search Committee. Classroom teachers are both eligible and encouraged to apply. The applicant appointed by the CEL Executive Committee in March 2000 will effect a transition, preparing for his or her first issue in August 2001. The initial appointment is for four years, renewable for three years. Applications should be addressed to Marlo Welshons, *English Leadership Quarterly* Search Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Questions regarding any aspect of the editorship should be directed to Marlo Welshons, Managing Editor for Journals: mwelshon@ncte.org; (800) 369-6283, extension 3623. ●

Earthquakes, Leviathans, and Plagues of Frogs: Improving Public Education

by Brian Ladewig, Irondequoit High School, Rochester, New York

The terrain of American public education is shifting upon unsettled ground. In addition to the often pendulous internal debates about curricula and pedagogical practice, external forces continuously seek to redefine the project of public education. Indeed, as Michael Diamond notes in his article, "Hobbesian and Rousseauian Identities: The Psychodynamics of Organizational Change," ". . . public agencies strive to balance demands of service and control. The clash between bureaucracy and democracy is more substantial in the public sector; the winds of politics blowing in from the legislature, executive branch, print and electronic media, and public interest groups sculpt the cognitive and emotional landscape of public agencies—a hazardous terrain requiring good reflexes" (p. 269).

Recent demands for higher educational standards have been renewed with increased fervor as a globalizing marketplace requires that American students be measured on an international scale. Like the industries that are measured according to their competitiveness and the quality of their goods and services, American public education is being increasingly expected not only to justify its practices, but also to improve those practices or risk losing the faith and financial support of the public it serves. Such expectations require leaders of public education to realize that leadership, and all that it entails for the future success of American public education, is nothing more and nothing less than facilitating change toward increased improvement and higher quality.

Without the general need on the part of public education to move forward, to do better, to make positive changes, to improve continuously, leaders are both unneeded and useless. Change is both unavoidable and necessary, and continuous improvement ensures the future viability of the institution. Indeed, while the particulars of what it means to improve, to change for the positive, to do better, will vary from school to school, few leaders or organization members would argue with this basic principle. However, innumerable schools exist without having made this guiding principle a founding assumption, much less a reality. The reason for this, quite simply, is a lack of truly effective leadership. This lack of effective leadership is not, however, a matter of personal shortcomings, lack of competence, or absence of charisma, but a failure to realize the conditions that create resistance to change.

Seeking to create the conditions that are conducive to change requires, therefore, not a focus on human nature but a focus on the way organizations are structured and the way they convey their values to their constituents.

Traditionally, resistance to change has been centered on the presumably indelible human tendency to perceive familiar surroundings as being more comfortable than risking the unknown. In Diamond's words, "Constant change and uncertainty produce fear" . . . and this fear has the effect of reifying comfortable practices even when those practices are out of step with the organization's stated purpose or mission" (Diamond, p. 269). Such ascriptions to human nature are born out in the familiar metaphor of the frog in the pot of water that will succumb to incremental increases in heat, rather than take the initiative to jump from the pot and thus save its own life (Quinn, pp. 18–19). However, while this metaphor conveniently situates resistance to change in the domain of human nature, it fails to account for the environmental conditions that set the frog up for failure. In other words, this metaphor is good as far as it goes, but it fails to account for the role that leaders play in creating conditions that affirm and thus guarantee human responses (and resistances) to change. Seeking to create the conditions that are conducive to change requires, therefore, not a focus on human nature but a focus on the way organizations are structured and the way they convey their values to their constituents.

Instead of scapegoating the challenge of change on human nature, it is possible to understand resistance to change as an organizationally created condition that deliberately reinforces the status quo. William Glasser, a proponent of applying quality management principles to schools, diagnoses the fundamental organizational flaw of public education in his article, "The Quality School." He writes, "Nearly all superintendents, principals and teachers use a method of management that not only prevents new ideas from being introduced into the system but is also the cause of many of the problems we are trying to solve. . . . We need to replace the way we manage now with a new method of management that focuses on quality" (pp. 425–26). When Glasser makes the case for an emphasis on quality, he is also making a case for rethinking the institutional conditions created by

leaders that either discourage or foster creative risk taking and innovation; he is making a case for leadership as an act of facilitating change.

Leaders acting as facilitators of change must, however, work *within* organizations, and it is often the organizations (not merely those in the charge of the leaders) that resist change. Michael Diamond further clarifies this challenge when he employs the metaphor of Hobbes' *Leviathan* to explain the tendency of organizations to create "a totalitarian fortress" that seeks equilibrium in the face of uncertainty. Fear of uncertainty and the disequilibrium it entails is, according to Hobbes, "[a] perpetuall feare, alwayes accompanying mankind in the ignorance of causes, as it were in the Dark. [that] must needs have for object something. And therefore when there is nothing to be seen, [it] creates evil fortune, some Power, or Agent invisible" (p. 269). This "Agent invisible" is the very prospect of change that causes organizational disequilibrium and, therefore, keeps organizations and their members afraid of risking the unknown. It is no coincidence that Hobbes chose the words *Power* and *Agent*, for they appropriately convey the effect that change can have in transforming and therefore threatening the Leviathan. The Leviathan responds by imposing more structure, seeking more equilibrium, so that people in fear (which looks like resistance to change) conform to its will.

When the Leviathan exerts its force and manipulates its subjects to conform to its will with its own preservation (equilibrium) in mind, the organization becomes ironically mired in what Robert Quinn has aptly coined, "slow death." Quinn elucidates this irony when he writes "Though we are skilled at creating hierarchical cultures, we are very unskilled at altering organizational structures that have outlived their usefulness. Though today the rhetoric of organization calls for non-hierarchical approaches, our existing cognitive maps still drive us toward maintaining the old culture. Once we support the organization, we are tied to its preservation. We deny the need for change and increase our commitment to the problem" (p. 101). In short, the objectives of improvement or quality, if they ever existed at all, have been usurped by self-servitude, and the organization begins to decay. American public education has indeed become to many a Leviathan that is slowly dying.

However, all hope, according to Quinn, is not lost. Organizations can resurrect themselves, but such a transformation, one that reverses an organization's slow death, requires what he calls *deep change*. Quinn cautions, however, that "deep change requires more than the identification of the problem and a call for action. It requires looking beyond the scope of the problem and finding the actual source of the trouble. The real problem is frequently located where we would least expect it, inside ourselves" (p. 103). Indeed, the trouble is not our relationship to the problems we face as members of an organization, but our relationship to the organization itself. Or, as Quinn states, "deep change requires an evaluation of the ideologies behind the organizational culture" (p. 103).

Quinn's assessment of the cultural conditions that encourage slow death and his prescription for deep change help to illustrate that resistance to change is not merely an indelible human tendency. However, Quinn's argument relies too heavily on the notion that organizations must resign themselves to periodic stretches of stagnation that can only be reversed with equally periodic and radically deep changes. Quinn calls this process "the transformational cycle" and he claims that "when the system keeps circulating through the various phases, it stays healthy" (p. 168). This cycle, therefore, allows for periods of stagnation that, in reality, could last for indefinite periods of time. Deep change becomes a sort of defibrillator that periodically shocks an arrested heart but does little to change the lifestyle of the patient and thus reduce the risk of such a calamitous and perilous event from occurring in the future. While Quinn's insistence on the rejuvenating effects of deep change is inspiring and even rhapsodic at times, it does little to advance the cause that ongoing change can be viewed as *a continuous process of improvement* and, therefore, a requisite for success.

Quinn's mistake is a common one. He assumes that individuals within organizations can step outside of their beliefs and thus gain a better perspective on their beliefs and the practices that stem from them. However, individuals can never really step outside their beliefs because *the*

Deep change can never dig deep enough to get below the values with which we are always thinking.

are always thinking with their beliefs. Because it is impossible to suspend beliefs and step outside of them to turn an "objective eye" on their effects, critical reflection about an organization, its systems and its values, cannot really occur on the grand scale that Quinn claims. Deep change can never dig deep enough to get below the values with which we are always thinking. Meaningful change, therefore, must occur not through some periodic, theoretical effort to get outside of practice, but as a part of practice in facing problems on a day-to-day basis. The implications of rejecting Quinn's argument does not render leaders or organizational members incapable of being reflective or undertaking the difficult job of renewing an organization through a commitment to change. On the contrary, leaders can facilitate meaningful change and they can do so in the only place that really matters, in the context of difficult problems requiring difficult solutions.

Ronald Heifetz, in his book *Leade*

ship without Easy Answers, makes it clear that leaders are always attempting to lead in the context of problems, though they need to resist the temptation to become "the savior with the solution." He suggests that "we should be calling for leadership that will challenge us to face problems for which there are no simple, painless solutions—problems that require us to learn new ways. . . . Making progress on these problems demands not just someone who provides answers from on high but changes in our attitudes, behavior, and values" (p. 2). Heifetz further argues that many difficulties with making headway on problems arise from poorly orchestrated and unresolved conflicts, internal contradictions in values, beliefs, and habit" (p. 5). Heifetz's central proposition, therefore, relies on distinguishing between the two types of problems leaders must face, those that are technical (routine problems requiring routine solutions) and those that are adaptive (difficult problems requiring innovation, learning, and values clarification).

Heifetz is not arguing, however, for essentially the same thing as Quinn, a deep change centered on the values that inform what leaders and members of an organization do. Instead, Heifetz positions the project of making change in the context of real problems and he makes clear that this takes place *in the context of* competing values and beliefs from which dialogue arises and adaptive work begins. These requisites for adaptive work are essential, for as Heifetz notes, "ongoing adaptive capacity requires a rich and evolving mix of values to inform a society's process of reality testing" (p. 35). Heifetz's model for adaptive work, furthermore, extends the concept of the organization as a Hobbesian Leviathan by identifying that the values and beliefs that build the "totalitarian fortress" are incarnate in the members that constitute the organization. By recognizing that the Leviathan is within us, we recognize that we are subjects to the will of our values. Though we can never escape our values, we can use them to be reflective about the work that we do and to clarify our thinking about the problems we, as members of an organization, face. Moreover, we can operate within our values and within the context of real problems to undertake the adaptive work that moves toward solutions, change, and improvement.

Heifetz's model for adaptive work goes far beyond Quinn's argument for deep change, but both models rely on the assumption that change geared toward improvement must be undertaken as *a response to* serious problems. Heifetz tries to make the case that his model contradicts the widely held notion that leaders are the bearers of solutions, but it still remains that adaptive work is a response to a climate or culture in which static periods have given rise to deep-seated, heavily-entrenched problems. While continuous clarification of values and beliefs will be necessary to face the challenges that an organization cannot anticipate, is it not possible to create a climate or culture that views ongoing change as a key component to continuous improvement? The alternative to this is to accept that leadership will always be an against-the-tide endeavor. While leadership will always be hard work, the work of facilitating change can be viewed as a collective project born out of a *general will* that views improvement and a commitment to quality as a principle that is paramount not only for self-preservation, but also for deep and lasting fulfillment.

The alternative to the Hobbesian model that views change in opposition to the unalterable, ever-present fortress is a created climate or culture on the opposite end of the continuum, that which Diamond calls a Rousseauian "collaborative and therapeutic community" (p. 268). The capacity for such an organizational structure allows Diamond to note that "underlying the manifest dynamics of many public agencies rests the latent capacity for responsive and collaborative leadership," or what Diamond refers to as "organizational resilience" (p. 268). Diamond appropriates Rousseau's concept of *general will* as articulated in *The Social Contract* to explain that "freedom and liberty belong to the people and may be carried out by the sovereign in the form of general will or consensus" (p. 275). This reliance upon *general will* or *consensus* realigns the role of the leader, and success requires a shared vision that is nurtured through a culture of continuous improvement and a commitment to quality. Without such a commitment, authority as an exercise of leadership becomes the credo of the fortress. Rousseau writes, " . . . that sovereignty, being no more than the exercise of the general will, can never be alienated, and that the sovereign, who is a collective being only, can be represented by no one but himself. Power can be transmitted, but not will" (p. 275). Though will cannot be transmitted or born out of authority, it can and must be fostered through effective leadership if meaningful change is to take place.

Because change occurs whether the organization invites those changes or not, a key to creating the Rousseauian "collaborative and therapeutic community" relies on the understanding that organizational identities are never static; they are *always already* changing. The question becomes whether or not an organization can capitalize upon the opportunities and challenges those changes invite. Diamond argues that indeed, "organizational renewal must be rooted in a collective awareness of unstable organizational identity" (p. 280). To regard the organization or its identity otherwise is to create resistances to change that take root in the structures, systems, and practices of the organization itself. Echoing Heifetz, Diamond further argues that leaders and organizational members must develop "a willingness to work through rather than control responses to changing environments"

(p. 280). As a result, continuous change becomes not the bane of an organization's existence, but the credo that informs and directs the general will toward continuous improvement for the sake of increased quality.

The development of a collaborative organizational model requires a fundamental shift in thinking around change and where resistances are centered. To accomplish such a change in thinking, Diamond argues that leaders need to provide members of the organization with the opportunity to explore "the individual effects of change on their roles and publicly discuss their organizational and political consequences" (p. 281). Without being given an opportunity to engage in such reflective practices, individuals become less resilient to the changes that will inevitably take place as a consequence of continuously shifting terrain and evolving organizational identity. It becomes incumbent upon the leadership to "foster critical, reflective thinking and adaptation to change [in order to] perpetuate a culture of organizational resilience, which arises from a shared sense of mastery and competence in the talents, skills, and values of organizational members" (Diamond, p. 284). To fail at creating such a culture, leaders and the people they lead are doomed to view change as a hostile and pernicious force that needs to be (but cannot be) resisted.

> ***The job of leadership in public education today is the job of*** **inspiring others to see ongoing change and continuous improvement as requisites for success.**

The job of leadership in public education today is the job of *inspiring others to see ongoing change and continuous improvement as requisites for success*. To view the task of educational leadership otherwise is to view the constancy of an unpredictable and ever-changing future as a threat rather than as an opportunity for growth and development. If we deny that the terrain of public education is and always will be shifting upon unsettled ground, then we lose sight of the challenge immediately before us to initiate change on our own terms and improve the work that we do. We become, in effect, condemned to Hobbes' dire prediction: "So that man, which looks too far before him, in care of future time, hath his heart all the day long, gnawed on by feare of death, poverty or calamity; and has no repose, nor pause of his anxiety, but in sleep" (Diamond, p. 169). If we take our job of leadership seriously, and we must, then we cannot seek repose in sleep. ●

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On Writing What We Read, and Practicing What We Preach

by Kathleen M. Puhr, Clayton High School, Clayton, Missouri

Here's a "novel" idea. Let a group of English teachers do what they most enjoy (no, that's not grading papers). Give them the chance to discuss books. Staff development days this year allowed Clayton High School English teachers to do just that: discuss novels that all had read (we operate on faith here, not unlike how we operate in our classrooms). And so it was that at a department meeting in May of 1997, we agreed to read Toni Morrison's *Beloved* over the summer in preparation for an hour-long discussion in August. Then, at a department meeting this fall, we decided on Charles Frazier's *Cold Mountain*.

Discussing literature together is really nothing new for us. We had shared poetry in after-school sessions both within the department and with our colleagues. And three years ago, because I didn't want to tackle Joyce alone, I organized a summer reading group in which a small—and then smaller—collection of folks waded through and were sometimes nearly drowned by Joyce's *Ulysses*. The group (which had included Social Studies and Enrichment colleagues) expanded the next summer to include a Foreign Language colleague as we rocketed through Pynchon's *Gravity's Rainbow*. Deciding that we wanted to return to the safe ground of realism, this past summer we read Dostoevsky's *The Brothers Karamazov*. The pattern of Modernism-Post Modernism-Realism established, next summer we'll read Faulkner (*The Sound and the Fury* and *Absalom, Absalom*).

The point here is that reading a novel alone is one thing, but reading it in order to discuss it with others is a more enriching experience, to be sure. Besides, when we decided last spring that the whole department would re-read Morrison's *Beloved*, we also knew that we would learn from one another, not just what we thought was significant, or how the plot twisted, but also how each of us views literature, and through what lenses we read.

It was August, and we were in CHS Room B where we commented on one another's summer activities, admired each other's healthy glow, and wondered how this discussion would work. I had asked everyone to come to the discussion prepared to read and comment on a favorite passage from *Beloved*. As we moved around the circle, people offered affirmations, questions, personal associations, and even tears. The honesty and insight were all that I had hoped, and we grew in our understanding of Morrison's work by virtue of the contributions each person made. With our colleagues, we made meaning of Morrison's work, indeed a greater meaning than any individual had brought to the session. One of those specific insights is worth sharing. A colleague suggested that the title could be read as an adjective or as a noun, but perhaps more importantly as a verb: an injunction from the author to "be loved."

The general reaction to this discussion was "let's do this again," and so we did, at the February Staff Development Day. The suggestion was to read a best seller that also had literary merit and, since it had been awarded the National Book Award, Charles Frazier's *Cold Mountain* was the choice. Initially, we had hoped to discuss the novel with the Social Studies department because a number of history teachers were interested in the novel, too, given its Civil War setting, but that plan didn't materialize.

Nonetheless, as English department members gathered on a Friday morning in February, my colleagues found a sheet of notebook paper on their desks, on which I asked them to write two or three questions about the novel, leaving space after each question. Amid the protestations, I said that they could ask questions to which they already had answers or ones to which they had none. We then passed the questions clockwise around the circle on a three-count, and I told them to answer the questions on the paper they had received and to sign their names after their answers. We repeated this process two more times so that every question had three respondents. After having had the chance to respond in writing, we discussed provocative questions that we had read, and the resulting discussion allowed for an exploration of the novel from many angles. Some people focused on relationships, others on structural elements, motifs and symbols, the title, the protagonist's name, or the role of religion. One member of the department had grown up near Cold Mountain and vouched for the authenticity of the novel's details. We fueled one another's observations.

A hallmark of good literature (as opposed to many best sellers) is that good literature endlessly delights, unfolding new treasures at every rereading.

I confess to having been unimpressed with *Cold Mountain* initially; however, taking time to reread the first few chapters the night before our discussion resulted in a sort of literary epiphany for me as I recognized how carefully structured and beautifully written were the opening chapters. Once again I was reminded of the value of rereading, something I proclaim to students. A hallmark of good literature (as opposed to many best sellers) is that good literature endlessly delights, unfolding new treasures at every rereading. Yet another lesson is that discussing a book with others opens it more fully. I left our department's discussion enlightened and appreciative, and although some of my colleagues still find *Cold Mountain* a flawed work, all of us gained from the chance to talk about it.

We bring varied experiences and values to the act of reading. What stands out for us, what might even prejudice us in a text, varies from individual to individual. I tell my students, because I witness it every day, "We write the texts we read." The author gives us one work, but each of us writes another, bringing something unique to it.

We are already talking about our August book and the chance to share again our passion for literature. These books, and these discussions, may not be life altering, but I think it's safe to say that we know our colleagues better by having had the chance to encounter serious works of literature with them. The opportunity to practice what we try to model each day is truly a gift.●

1998 CEL Election Results

The Conference on English Leadership elected three new officers at its annual meeting during the NCTE Annual Convention in Nashville. Two new Members-at-Large will serve three-year terms: John Barber of Fairmount-Harford High School in Baltimore, Maryland, and Robert C. Wilson of Greenwich High School in Greenwich, Connecticut. The newly elected Associate Chair, Rick Chambers of the Ontario (Canada) College of Teachers, will serve two years in that position before becoming Chair and Past Chair.

In other business, Louann Reid of Colorado State University became Chair and Mary Ellen Thornton of Lon Morris College (Texas) became Past Chair. Judith Moore Kelly of Howard University was named Program Chair for the 2000 CEL Conference to be held in Milwaukee. Named to two-year terms were Bil Chinn of the Edmonton (Canada) Public Schools as Corresponding Secretary, Bill Newby of Shaker Heights (Ohio) High School as Nominating Committee Chair, and Helen Poole of Ramapo High School (New Jersey) as Associate Nominating Committee Chair.

"Best Article" Winner Announced

Barbara E. Kovach was honored at the November CEL meeting in Nashville as the recipient of the Conference on English Leadership's "Best Article" award for items published in the *English Leadership Quarterly* during 1997. Henry Kiernan, editor of the *Quarterly* presented the author with a plaque during the CEL Luncheon.

The award honors the author of the best article, so chosen because of its value to the department chair, the quality of the writing, and its originality. Kovach, who teaches at Rutgers University, addressed the varied roles and responsibilities leaders now face. In "Leadership and the Time Warp of Rapid Change" published in the February 1997 *Quarterly*, she wrote: "As managers, educators, and consultants, we each have a responsibility for creating the climate which encourages the development of leadership potential in all with whom we come in contact."

Honorable mention went to Nancy Hennessy for "The Professional Development Portfolio: Thinking Through Teacher Assessment" and Mary McNabb for "Plugging Technology into the English Curriculum."

The judging committee included: Nina Bono, Missouri; Tohru Inoue, Wisconsin; Diane Isaacs, New Jersey; and Barbara Thompson, Missouri.

Call for Manuscripts

Guest editor Jeanne Gerlach is seeking manuscripts for the February 2000 *ELQ* issue on **Leadership Involvement and Family Literacy.**

How can school leaders become involved in intergenerational literacy, programs, and activities that link schools, families, and communities? Topics might include:

- How can leaders promote efforts to accurately access family literacy levels and current family literacy activities?
- How can school leaders help teachers, parents, and community work effectively to create networks for intergenerational literacy (teachers and parents as reader groups, etc.)?
- How can school leaders help to provide intervention strategies to foster intergenerational literacy (parent training, student home literacy projects, community outreach, etc.)?

In order to impact children's literacy, we, as school leaders, must work to link the home and community with the school in a network of literacy learning that values and reflects the cultural and linguistic diversity of the community and that can positively impact the literacy of children and family members. How can we do it most effectively?

Send manuscripts **by October 15, 1999** to: Dr. Jeanne Gerlach, Dean
School of Education
University of Texas at Arlington
Box 19227
Arlington, TX 76019
email: gerlach@uta.edu
Phone: (817) 272-5476
Fax: (817) 272-2530

Voices of Leadership: Shaping the Future

Program Proposal

1999 Conference on English Leadership, Denver
Monday, November 22–Tuesday, November 23, 1999

(Please type or print clearly.)

PART A:
Presentation Title _____

Contact Person:

Name _____

Title/Position _____

Workplace Name _____

Mailing Address _____

_____

Telephone (home) _____ (office) _____

Names of Other Presenters _____

_____

Chair for the Session _____

Session Type ❑ individual ❑ panel ❑ debate ❑ roundtable

Session Synopsis (to be used in the program) _____

_____

_____

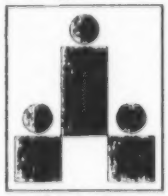
We will provide an overhead projector for each presenter.

PART B:

Attach to this form a one-page description of the presentation. Please remember to include in your description and presentation the role that leadership (yours or others') plays in the success of the project or program you are presenting.

Complete form and return by **March 31, 1999** to:
Kathleen Strickland
126 Applewood Lane
Slippery Rock, PA 16057

Proposals will not be accepted by phone, but those with questions may call:
724-738-2292 (office), 724-794-1079 (home).



Leadership for Excellence

Bring a friend! This year make a concerted effort to bring someone from your district whose leadership skills or leadership potential deserves recognition.

Call for Manuscripts—Future Issues

The *English Leadership Quarterly*, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–5,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, firsthand accounts of successful department activities are always welcomed. Software reviews and book reviews related to the themes of upcoming issues are encouraged.

A decision about a manuscript will be reached within two months of submission. The *Quarterly* typically publishes one out of ten manuscripts it receives each year.

Surveys of our readers reveal these topics of interest: leadership studies, class size/class load, support from the business community, at-risk student programs, integrated learning, problems of rural schools, and the whole language curriculum philosophy. Short articles on these and other concerns are published in every issue. In particular, upcoming issues will have these themes:

August 1999 (deadline March 15, 1999)
More Ways to Implement Innovations

October 1999 (deadline June 15, 1999)
Action Research Insights

February 2000 (deadline October 15, 1999)
Leadership Involvement and Family Literacy
Guest editor: Jeanne Gerlach (see call, p.14)

Guest Editors invited—If you would like to edit an issue of the *English Leadership Quarterly*, contact Henry Kiernan for details.

Manuscripts may be sent on 3.5" floppy disks with IBM-compatible ASCII files, or as traditional double-spaced typed copy. Address articles and inquiries to Henry Kiernan, Editor, *English Leadership Quarterly*, West Morris Regional High School District, Administration Building, Four Bridges Road, Chester, NJ 07930; phone 908-879-6404, ext. 281; fax 908-879-8861; e-mail kiernan@nac.net. ●

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ENGLISH LEADERSHIP Quarterly
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Leadership for Excellence

▷ IN THIS ISSUE

Leadership and Student Achievement

by Henry Kiernan, editor

Effective school research has discovered that high expectations are the lifeblood of excellent schools and classrooms. Progress is limited when high expectations are not in place.

Every one of us is capable of overachieving, and it is also evident that we can be just as capable of underachieving. In the loaded language of "educationese," I first heard the term "overachieving" ascribed to students who performed well in class but whose aptitudes or IQ test scores did not quite match above-average classroom grades. It served as a euphemism to describe the unfortunate case of a hardworking student who could demonstrate achievement in the classroom but could be counted on to deliver lower-than-expected standardized test scores. It also served to maintain the aura that IQ and aptitude tests have some ability to measure human limits.

The authors in this issue present some fascinating challenges and recommendations for changing the way we lead and teach. Bob Daria offers a method to teach grammar that translates into successful student achievement. Franz Vintschger presents a model lesson plan to engage students in researching classicism and romanticism. Finally, Karen Schramm tackles several spelling strategies to improve student achievement in "winning the war of words."

Raising student achievement across the board requires strong school leadership combined with frequent monitoring of student progress. When high expectations are substituted for impossible expectations, students and teachers never fail to surprise each other with their ability to learn more than they already know. ●

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Taking the Groan out of Grammar

by Robert J. Daria, Newton Public Schools, Newton, New Jersey

Grammar! That much dreaded, often maligned, and widely misunderstood subject continues at the center of decades of controversy: Should it be taught and, if so, how? The opinions are varied and divergent. At one end of the spectrum, there is the belief that grammar should not be taught as a separate entity. Students will somehow assimilate the subject through reading. At the other end is the "old-fashioned" approach whereby diagramming sentences and force-feeding are the answers, with the learning of grammar itself as the goal.

First is the issue of the importance of grammar itself. In this society, in our lifetimes, and until such time as visual and auditory electronics may one day completely replace the written word (can you visualize that day?), we must continue to rely upon written text for a great portion of our communication capabilities. Correlative to this is that written (and spoken) communication must be done with accuracy, for it is this capability in our world that people use to identify and separate the cultured from those who are not, the educated from the less so, and so on. We know, for example, that resumes are accepted

or rejected on that basis; opinions are formed and judgments are passed. Accuracy in writing (and subsequently speaking) gives the edge, no doubt about it! So we should not debate the need for the discipline. It is important to our lives: It *must* be taught. How else can we demonstrate proper punctuation or agreement or case unless there is a common language of understanding? Simply circling errors on a composition will do more to fatigue the teacher than to teach the student anything. The more serious question, then, relates to the "how." What is the best and most effective way of teaching this subject, the mere mention of which will elicit groans of agony from large groups of students?

In too many schools, grammar is taught year after year, with little coordination from grade to grade, and with various teachers using different terminology to describe essentially many of the same things. For too many teachers it is a chore, as they dutifully plod through textbook exercises, meeting the curricular expectations, doing what is required. Students don't like it, and quite frankly, neither do many teachers. It pales in comparison to teaching literature, right? However, while we spend great time and energy teaching students how to think freely, analyzing esoteric literary passages, satisfied that we're doing our jobs, the end result is that we may not be providing a significant advantage for our students: the ability to write (and speak) clearly and with accuracy.

After years of cogitating and experimenting and revamping, I evolved to a method of teaching grammar that students actually enjoyed, because finally . . . finally, we eliminated the many areas of confusion through simplification of terms and by providing a step-by-step approach to sentence analysis. There are five precise steps that must be followed with some rote memorization of basic terms.

We start with the noun, not bothering with the many variations, as this is unnecessary for our purposes. A noun is simply "a person, place, thing, or idea." Period. We do the same with pronouns: They take the place of nouns. Period. There is no need to go beyond this to learn functional grammar. It's amazing how this simplifies life for our students and how much more accepting they become of the subject matter. They also memorize only four conjunctions at this time: and, but, or, nor, and the basic definition that "conjunctions join two (or more) similar things." A conjunction is a key signaling the fact that whatever is found on one side of it must also be found on the other side. We must reconcile, much as with a geometric equation. Conjunctions are the first of three kinds of "key words."

After years of cogitating and experimenting and revamping, I evolved to a method of teaching grammar that students actually enjoyed, because finally . . . finally, we eliminated the many areas of confusion through simplification of terms and by providing a step-by-step approach to sentence analysis.

After memorizing conjunctions, nouns, and prepositions (words that show relationships between or among things), we are ready for Step 1, which is finding key words. So, for example, when we spot an "and," it tells us we must find at least two of the same thing. We will add other key words (subordinating conjunctions and relative pronouns) at the appropriate time when we move into subordination. In preparation for the next step, we memorize "phrase" as "a group of words that act as a unit."

Step 2 calls for the circling of prepositional phrases, if we have them. Prepositional phrases start with a preposition (lists are provided, which students find readily familiar), and they end with the first noun they encounter. This noun now takes on a

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function: the object of the preposition or O.P. This is the first (of only five) functions of nouns. Once the prepositional phrase is circled, the words within cannot be used in subsequent steps (such as finding subject and verb in Step 3). Take the following illustration: "Over the river and through the woods to Grandmother's house we go." You can see that by circling prepositional phrases first, we significantly eliminate the chance for error as we proceed to find other elements of the sentence.

Step 3 is to find the subject and verb *simultaneously*. One must *interact* with the other, so that when spoken together, they communicate the essence of the sentence. To identify the verb, students are told to look for words of action (easy) or state-of-being words, which they have already memorized only as "am, is, are, was, were." Note that in giving students exercises to do, we are careful not to introduce any prematurely extraneous words into any sentence. The subject is the second function of nouns.

Step 4 mandates a conscious decision: Is the verb action or state of being? If it is action, we will follow one set of substeps; if it is state of being, another. But the two can *never* be mixed.

If a verb is action, substep (a) tells us to look for a direct object (D.O.) (though we warn the students that one does not necessarily exist). We find this by asking the following question (previously committed to memory): "What is the thing (or noun) that the 'subject . . . verbs?'" Yes, that's right. It must be repeated exactly in this way, taking what we have found to be the subject and what we have found to be the verb and substituting them in the question in place of the words "subject" and "verb." If the question makes sense, and if we can answer it with a noun, we have a D.O. (the third noun function). In using the sentence, "John threw the bat," our question would be "What is the thing (or noun) that John threw?" The answer is obvious.

However, if the sentence were "John went home," the question would read "What is the thing (or noun) that John went?" The question makes no sense, and although students might want to use "home" as the noun for the D.O., they cannot. Easy? Maybe memorizing that question is a bit problematical, but it *is* fail-safe, and students respond positively to unambiguous and sure-fire methods.

Substep (b) tells students the following: "If there is a D.O. . . . and *only* if there is a D.O., look for (again, you do not have to have) an indirect object (I.O.). This is a loose noun (or pronoun) floating somewhere between the verb and the direct object. If it's not there, there is no I.O. (the fourth function of nouns). I think you can see that using this method avoids confusion between "John threw me the ball" and "John threw the ball to me." Again, it is a concrete method that, if followed exactly, virtually eliminates any errors.

Back to the decision as to the kind of verb. If, on the other hand, the verb is state of being (am, is, are, was, were . . . used alone), the single substep tells us that we *must* have a "predicate" word. This is a word following the state-of-being verb that refers to or is the same as the subject. If the predicate word is a noun, it is a predicate nominative (P.N. and the final function of nouns). If it is a "not-noun," it is a predicate adjective (P.A.).

Finally, Step 5 deals with adjectives and adverbs. Rather than using the standard, somewhat confusing definitions, students are told that all other unidentified words in the sentence are either adjectives or adverbs. Adjectives are words that modify (or go with) nouns (or what used to be nouns before they took on one of the five functions). Words that modify not-nouns are adverbs. Q.E.D. The equation is complete and balanced!

With these simple steps mastered, we expand upon them, adding subordination (Remember Step 1?) and, finally, verbals. Students continue to "recycle" the steps within the many clauses. Ultimately, without ever taking the sentences out of their physical configurations, they are able to see subordination *within* subordination, identifying their functions as they relate to other clauses in complex sentences.

It should be noted that this whole process is made more enjoyable by having students go to the board (gasp!). Believe it or not, even advanced placement seniors . . . once they get over the shock of it all . . . delight in this oldest of old-fashioned techniques. Think about it. They get to move about, to perform, and to be the center of attention.

Once students grasp the five-step method, the rest—the application, the harvest—is easy. We can now say, "This is an introductory subordinating clause functioning as an adverb, necessitating a comma." Wow! Using the textbook now, we cover the exercises with aplomb!

> *One of the most difficult skills in today's world is to synthesize the complex into something that is simple and comprehensible.*

The final slope of the learning curve occurs in the writing phase. Students are told that they are now as expert in grammar as the instructor, and that they must correct their own mistakes. With accuracy as the preponderant portion of any assessment, writing assignments are not even graded in content until the work is 100% accurate. As assignments are read, mistakes are not circled or identified in the usual manner. A check in the column on the line with the error is all the help a student will receive. It is then up to them to find and correct the errors on their own.

They may use notes, the text, other students . . . whatever method works . . . to make the corrections. Students are not happy at first, but once they realize just how much they know, they really get into it.

One of the most difficult skills in today's world is to synthesize the complex into something that is simple and comprehensible. Despite the fact that education tends to do just the opposite, it is the true teacher who spends the time and energy to simplify subject matter into something that is digestible. Though grammar is conventional, this does not mean that it should not be reformatted in a way that students can more readily understand. When given a process that is sequential and relatively foolproof, students begin to see grammar as something other than castor oil! ●

From Classicism to Romanticism: A Research Project

by Franz Vintschger, Mendham High School, Mendham, New Jersey

The driving and conflicting philosophies that create what is known as the classic and romantic influences on the arts or, for that matter, most anything humans create have always intrigued scholars and teachers. Personally, having studied the subjects in some depth in college and graduate school, and then having taught them for many years, I have always felt that the point of view reflected in those philosophies not only has applicability in the historical past but also has relevance in modern creativity. It appears that one difference between the now and then is that in the present there might be a blend of these artistic forces at work; that is, traces of the classic may be found in the romantic, and traces of the romantic may be found in the classic.

Several years ago when reading Robert Pirsig's *Zen and the Art of Motorcycle Maintenance* with my humanities students, classicism and romanticism reared their heads once again, and once again I was surprised by Pirsig's viewing his life, journey, and even his motorcycle through the eyes of the classic and the romantic. Now confronted with a sophomore English class studying early American literature and culture, I pondered the issue of what might be an interesting and yet motivating method to teach these philosophies and make them real and personal. I thought that perhaps some research on the subjects by the students would be in order and that with the availability of computers, the Internet, and other technological devices in addition to the normal print materials, there might be some interesting investigations into the areas of music, art, architecture, film, dance, and design, and, in essence, anything that humans have created. Fortunately, living in the greater metropolitan area of New York City readily offers firsthand experiences for those who elect to find them. The ideal research project would be to have students present their findings using current technology. Thus, the students would benefit by learning about both the research topic and how to use the hardware and software that technology offers.

It appears that one difference between the now and then is that in the present there might be a blend of these artistic forces at work; that is, traces of the classic may be found in the romantic, and traces of the romantic may be found in the classic.

My preliminary research led me to traditional resources such as *Writers of the Western World* by Hibbard, *A History of Art and Music* by Janson and Kerman, and *Arts and Ideas* by Fleming. These texts provided an initial mosaic of the scholarship explaining the relationships among the arts. In addition to scrutinizing these, however, students would be challenged to probe beyond the traditional—to interview people, take photographs, use digital cameras if possible, explore the Internet, and in any way possible go beyond the standard mode of researching and reporting.

Now we must ask, "What exactly are the students to research?" "How are they to do it?" "What will be the final product?" "How might it all be assessed?" We began a project in which groups of four to five students were to explain both classicism and romanticism through at least one medium per student. Students were to select a medium in the art world or in some other manifestation of human creativity, research it, apply the principles of classicism and romanticism to it, and choose the most appropriate means of presenting it to their peers. (For examples of student projects, see Figure 1.) I imposed a minimum of structure to cause the students to struggle in the design of their presentations; however, I provided guidance and suggestions as I periodically sat with group members to discuss their work. In addition, every group's presentation was to include a description of each philosophy. Individually, each student had to submit a journal of findings: recorded research, personal reactions, problems, interviews, anything and everything that was done, whether it was used or not. Key to the journal was personal reflection.

Assessment was mind-boggling at first. Each group would receive a grade for its investigation of each philosophy; the group also received a grade for the presentation, with criteria based upon clarity, accuracy, and appropriateness. Each student was graded on the journal. Finally, as a means of creating seriousness, each presentation was videotaped, allowing reassessment of the whole project at a later date.

Personally, I felt the project was a success for most students; it was overwhelming for some, challenging for some, and I am sure others felt it was of no real value. There was a wide variety of presentations: students performed classical music on the piano, danced ballet, photographed formal and exotic gardens, photographed buildings (mansions, houses, office buildings), scanned artwork into computers, made PowerPoint presentations, created a video, and one person even analyzed left- and right-brain activities in conjunction with Pirsig's book.

Assessment proved to be difficult at times because of the inequities of the content found in each medium.

Assessment proved to be difficult at times because of the inequities of the content found in each medium. Some students were, of course, traditional in their approach, choosing poster-type presentations, while others risked the use of technology. Some relied on traditional art, music, and architecture, while others explored cooking, automobile design, and even contemporary music. The key was the student's ability to relate the philosophy to the medium. Interestingly, I had to assess students who performed, which might be called performance assessment. But the genuine assessment was found in the journal; that is where the truth of the matter could be found because the comparison of the presentation could be made with the research.

Would I do it again? Yes. Would I do it differently? Most likely. Perhaps the greatest problem was time—the project just took too long. Stricter adherence to time would not negate creativity but would create a more demanding impact on each student's learning. The project should span a vacation period to allow students the opportunity to find resources that they might not normally have. Classicism and romanticism do exist in the world around us, whether it be at the museum in the city, the mansion on millionaire's row, or the sounds of a concert. If any of these can become reality for the students, then there is ultimate success in the project. ●

Examples of student projects

Songs from *Phantom of the Opera*

Music by Brahms, Schubert, Mendelssohn, Chopin, Beethoven

Selections from *The Nutcracker*

Landscape design—gardens in Williamsburg

Portraits by Jacques-Louis David, Gilbert Stuart

Paintings from Hudson River School and other landscapes

Greek architecture and statuary

Modern sculpture by Moore

Automobile design

Food preparation

Famous philosophers' views on nature, humanity, authority, existence

Classical and romantic literature—plays

Building design—office architecture (modern and traditional)

Figure 1.

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NCTE Recognizes Retiring Teachers

If you are an NCTE member and know another NCTE member who is retiring after teaching for forty or more years, you may request that an official letter of recognition be sent to honor your colleague's service to the profession. Please send a letter with the retiring person's name, address, and years of service to: Denise Vallandingham, NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096.

Winning the War of Words: Improving Our Students' Spelling

by Karen Schramm, Delaware Valley College, Doylestown, Pennsylvania

Her sentence read, "If a person is uncable of making a consent barley conches, that is rape." At our conference, I pointed out the garbled sentence in her essay. "You have to correct your spelling, Stacey," I said gently. "The more you read, the more your spelling will shape up. It helps to see the words spelled correctly . . . ." I trailed off as I saw the resistance building. Her response echoed our last conference, a stubborn stance that effectively denies personal responsibility for the production of intelligible written discourse. "Look," she sputtered, a cloud of anxiety crossing her face, "you and the other Profs can usually figure my work out, right? So where's the problem?"

College students' reactions to their orthographic run-ins range from belligerence ["Sure I've got spelling problems! That's what my spell-checker is for!" (Stacey)] to abject surrender ["Sorry, Doc. Onestly, I can't spell my way out of a paiper bagg" (Tom)]. These writers appear trapped in an enervating enclosure of frustration.

Particularly debilitating is their conviction that they are "the worst speler in the history of English writting." "It's my oun privat hell, this war of words," Tom once wrote. In professional journals and student writings, we hear the clarion call to battle. "Grappling," "deploying," "opposing," "struggling," "combating," "contending," "overwhelming," as well as "situate," "defend," "tactics," and "strategies," all reveal a martial mentality, an effort to corporealize English as the Enemy and thereby to try to wrest control.

Unfortunately, in sorties against English, many students have resigned themselves to defeat. Indeed, Tom's enclosure image of the "bagg" neatly expresses his sense of stricture and brings to mind vivid visions of the enemy "sacking" the city. In darker moments, it may even suggest a body bag.

Militating against their success is many students' weakened sense of writing competence. My classroom research demonstrates that their poor attitudes and performance stem partly from previous instructional assessments. This is a pervasive theme recorded in two compositional surveys I conduct each semester. The Writing Attitude Survey elicits students' previous encounters with English and inquires how "helpful, hurtful, or neutral" prior teachers' analyses proved to their subsequent compositional behaviors. The Spelling Aptitude Survey requests that students identify reasons for their spelling problems. This survey method is a standard approach employed by many writing researchers (Grego and Thompson, 1996).

Many students single out their teachers' negative responses to their errors as being damaging to their performance. The issue is particularly significant because of its borderless nature, as English teachers do not charge alone into the spelling arena. In any course, when students make mistakes, they can and will be penalized, thrust inside the "paiper bagg."

In English "sorting systems," of course, error invites (dis)placement. Incoming college students who make spelling errors on a single-sample English placement exam are demoted to "developmental" English. Yet students in other disciplines are not on safe ground either. Two of my colleagues in the sciences penalize their students for misspelling terms on tests. Such exams receive abysmal scores, due not to incorrect content, but to orthographic error. (Where does one draw the line with error? Does the hasty writing that produces, say, the consonantally challenged "New Jesey" deserve the same penalty as "Illinoy"? What then of the transpositional "New Jesrey"?)

Such a campus-wide assault on their spelling leaves students feeling utterly demoralized, and they enter their classrooms burdened by a sense of crushing futility. Perhaps the "deficiency model" is more deeply entrenched than instructors would care to admit. If students internalize the instructor's negativity, they will quickly lose their sense of positive agency. Engulfed by errors and convinced that they cannot spell correctly, they will not bother to proofread their work, for proofreading entails the careful review of words by a skilled reader.

Those teachers seeking to empower their students adopt a different strategy, providing friendly "coaching" (Smith, 1997, Straub, 1996), yet this approach has its limits, as far as improving their spelling. According to students, well-meaning instructors recommend the following:

1. Use a spellchecker.
2. Go to the writing center.
3. Sound out the word.
4. Check a dictionary.

In presenting these chestnuts, these instructors have on their side the authority of writing textbooks. Such advice is simply the received wisdom regarding the spelling nemesis. In fact, in my recent survey of nearly 100 composition students, on a form soliciting advice for struggling spellers, nearly all students supplied strategies identical to their teachers' and/or textbooks'. It's not that it works so well. It's simply what they know.

What are the drawbacks? Among colleagues, in professional journals, and in composition handbooks, one finds the emphasis on the efficacy of using a computer spellchecking program (Wallace, 1994, p. 39). Why valorize it? In situating the solution outside the student, Solution #1 implies that students are incapable of learning how to spell correctly. This "solution" merely keeps the victim moldering in Tom's "paiper bagg."

My classroom method for improving orthography, playfully dubbed the Spelling Bee, utilizes linguistic history, memory-enhancement techniques, and motivational psychology.

Instructors' Solution #2 only reinforces the remedial repair-shop mentality against which writing center directors are rightly fighting (Grimm, 1996, pp. 531, 544). Solution #3 is simply foolish. While "sounding out" a word works occasionally, the presence of diverse dialects within a classroom ensures alternative pronunciations, which yield divergent spellings. Moreover, how will a student, left to his or her own phonetic devices, spell "laugh," or "colonel," or "business"? Even if given an "easy" word to spell, the student still encounters a stumbling block. In a language possessing over 10 ways to spell the "A" sound (as in "day"), correctly spelling any word based on sound is unlikely.

As for looking the word up in a dictionary, can students readily locate "pneumonia," or "gnash," or "psychology," or (again) "colonel"? True, spelling dictionaries, available in book and electronic forms, will likely yield the correctly spelled word—but there again, the reliance upon such external aids denies individual agency. Cannot a student *learn*?

In an anarchic mood, we could just dispense with spelling conventions entirely. Indeed, much has been made of the so-called "invented spelling" in use at the elementary school level ("Researchers," 1997). Proponents can praise the program for stimulating young children's interest in composing. Opponents can, with equal vigor, denounce invented spelling out of concern that children are being encouraged to spell inaccurately and will wind up permanently orthographically impaired. Time will divulge whether this practice is primarily beneficial or detrimental.

Yes, spelling is difficult, and I sense students' battle fatigue. Their obvious misery over their spelling skirmishes triggered my interest in providing a solution. Since traditional methods are largely ineffectual, why not institute innovations? How we "package" English makes a big difference in students' performance. In the (battle)field of composition, we can stop the psychological casualties and provide the weapons with which students can win. My classroom method for improving orthography, playfully dubbed the Spelling Bee, utilizes linguistic history, memory-enhancement techniques, and motivational psychology.

I created the Spelling Bee for the Freshman Orientation Program held at my college in the summer of 1997. I designed and presented the Bee as a 45-minute "mini-course." Rather than a divisive competition, my version of the Bee promotes camaraderie and offers students strategies for overcoming their spelling foes. The Bee begins with the presentation of 10 orthographically challenging sentences:

1. The chef sang a cheesy chorus.
2. This is thin thyme.
3. Wearing their jabots, the men of the junta sat eating their Jarlsberg cheese.
4. Blood is good food.
5. While fixing the gauge, my laughing daughter noticed a taupe schnauzer.
6. Miss Heifer received and weighed the eiderdown.
7. Coughs could trouble our souls.
8. As she combed her hair by the tomb, she saw a bomb.
9. With his guitar, Guido the guide bruised the mosquito.
10. The braided villain in the aisle said, "Look at that plaid!"

Spirited talk ensues as students observe that there is seldom a tidy one-to-one correspondence between symbol and sound. English offers multiple ways of spelling a sound and multiple sounds to accompany the same letters. To underscore this, I distribute lists of vowels and consonants in action (see Figures 1 and 2). I invite students to furnish additional examples. This information is a real morale booster for two reasons: 1) many students had never considered that the main source of their spelling problems could be the language itself, rather than some "defect" on their part; and 2) students discover that they are actually remarkably adept at making the correct spelling decisions much of the time. Suddenly things don't seem as hopeless!

We then focus on other cul-de-sacs of confusion, such as "silenced" letters. We brainstorm for a few minutes, generating several examples. Then I distribute my third handout, listing some culprits (see Figure 3). Underlying much of the difficulty of spelling English words is the cosmopolitan nature of the language. English accepts words and sounds from everywhere, and letter/sound values vary from country to country. Thus we have "chef" and "cheese" and "chorus," "junta" and "jabot" and "Jarlsberg."

I ask students to contemplate the following sentence: "We went to the plaza cinema for a matinee, popped into a video store, then dashed to a restaurant and ordered a pizza." "Plaza" is Spanish, "cinema" is Greek, "matinee" is French, "video" is Latin,

"dashed" is Scandinavian, "restaurant" is French, and "pizza" is Italian. Therefore, to negotiate English territory is an etymologically impressive achievement. This fact generates excitement among the students: they are stronger than they had believed; they are "good to go."

How does this brief linguistic lesson translate into improved spelling? The way to improve spelling, I tell my students, is to isolate their particular problem words, to discover which letter combinations typically give them the most difficulty. To highlight odd word pairs that might dog them, for example, I distribute an example-rich handout of linguistic games they can play (see Figure 4). With the aid of this "game technology," students begin to home in on their own major sites of struggle. Next, I introduce my mnemonic techniques, which I call LSNs (Literal Spelling Narratives), LBCs (Logical Brain Cues), and LGNs (Linguistic Grace Notes). The actual names do not really matter, as long as the concepts are understood.

LSN: Rather than feeling mired in arcane linguistic rules, students can create their own strategic narratives—educative mini-stories meaningful only to them. How does the LSN work? Language contains a visual component; we see and use letters in certain sequences. The LSN strategy is helpful for those who have trouble with this visual memory. Using LSNs, they can craft a sentence that narratively provides the troublesome word for them. For example, "arithmetic" could be "A rat in Tom's house might eat Tom's ice cream" and "geography" could be "George eats old gray rats and paints houses yellow."

LBC: Word games can facilitate distinguishing between homonyms, too. Here is where the second strategy, Logical Brain Cues, comes in. LBCs work by stimulating the writer to reason out the spelling differences between same-sounding words. The cues are actually built into the words. For instance, students often struggle with "weather" and "whether." A solution is that "weather" contains "ea," which can stand for "enjoy [the] air." One excited student suggested "how enigmatic" for the "he" of "whether." Another instance of LBCs in action is the distinction between "here" and "hear": "You hear with your ear."

Other troublesome homonyms are "there," "their," and "they're." "There" is part of "here and there." If student can spell "here," all that remains is the addition of "t." The "t" is like a plus sign, so "+here=there." As for "their," "I" is a personal pronoun, and "I am in their class." Finally, we come to "they're." Students can think of the apostrophe as a grappling hook, pulling up the "are."

LGN: This third strategy involves putting problem words to music. Attuned to the music scene, students can put words into musical riffs, substitut-

Vowel sounds: The same sound is made by many vowels, singly or in combination.

The "A" sound: hatred, sundae, bait, gauge, day, suede, cafe, great, entree, weight, ballet, they, rendezvous, manqué, bouquet

The "E" sound: aegis, quay, me, heat, feet, receive, people, key, ski, believe, debris, esprit, grand prix, amoeba, mosquito, marquis, any

The "I" sound: aisle, bayou, height, geyser, silent, indict, pie, sigh, island, coyote, guide, guy, rye, my

The "O" sound: pharaoh, taupe, faux, beau, yeoman, sew, go, boat, toe, brooch, jabot, dough, mow

The soft "U" sound: sleuth, grew, lieutenant, Sioux, move, shoe, moon, group, through, rendezvous, roux, truth, blue, fruit, two

The hard "U" sound: beauty, feud, few, ewe, view, youth, Yule, uniform, cue, queue, Hugh, vacuum

The "aah" sound: apple, calf, laughter, plaid

The "eh" sound: any, anesthesia, said, says, effort, dead, heifer, jeopardy, friend, Oedipus, etiquette

The "ih" sound: village, villain, pretty, been, foreign, it, marriage, sieve, women, tortoise, business,

The soft "U" sound: sleuth, grew, lieutenant, Sioux. move, shoe, moon, group, through, rendezvous, roux, truth, blue, fruit, two

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The "aah" sound: apple, calf, laughter, plaid

The "eh" sound: any, anesthesia, said, says, effort, dead, heifer, jeopardy, friend, Oedipus, etiquette

The "ih" sound: village, villain, pretty, been, foreign, it, marriage, sieve, women, tortoise, business, biscuit, physics

The "ah" sound: father, envoy, bureaucracy, hot, knowledge

The "uh" sound: about, the, luncheon, edible, done, does, porpoise, blood, rough, stuff

Figure 1.

Consonants: Several of the sounds used in English are made in a variety of ways.

"ch": chew, future, catch, cappuccino, cello

"f": fat, laugh, phone, Pfeiffer

"h": hard, jalapeno, who, Don Quixote

"j": jam, bridge, soldier, adjective, graduate, giraffe

"k": kitten, account, cat, echo, dock, queen, acquire

"ks": talks, attacks, topics, vaccine, except, ox

"ksh": section, sexual

"n": no, Wednesday, gnat, knife, mnemonic, pneumonia

"r": rap, rhetoric, wrong

"s": sing, circle, scenic, sword, psychology

"sh": nation, mission, ocean, fuchsia, musician, conscience, nauseous, sugar, chef, shark, schnauzer, torsion, anxious

"sk": scaffold, scheme, skin, masquerade

"t": tab, asked, ptomaine, thyme

"ts": oats, pretzel, Mozart, pizza

"v": vine, of, Stephen

"w": wet, one, suave, when

"z": czar, zebra, buzz, Xerox, is, raspberry, dessert, asthma

"zh": vision, rouge, jabot, seizure

Figure 2.

The silencers: Nearly all letters play sonic hide-and-seek at some point.

A	earth, feather, cocoa
B	debt, doubt, comb
C	indict, yacht
D	Wednesday
E	heart, give
G	sign, gnat
H	honor, hour, thyme
I	friend, fruit, heifer
K	knife, knee, knot
L	salmon, calf, should
M	mnemonic
N	solemn, autumn
O	people, jeopardy
P	coup, raspberry, pneumonia, psychology
S	debris, Marine Corps, island
T	listen, mistletoe
U	laugh, mosquito, guitar, building
W	answer, sword, who, two, wrong
X	Sioux, Grand Prix, faux pas
Z	rendezvous

Figure 3.

ing letters for the beats of a song. They have the mnemonic capacity to create such sonic compositions, for at an early age they easily internalized the alphabet song, which taught them how to spell a 26-letter "word."

By treating English as a game, students at all compositional "levels" can gain substantial spelling improvement. My students attest to the power of this innovative approach. The pedagogical practice described above produces noteworthy results, not just in students' orthographic improvement, but in their overall attitude and approach to English. The "spelling bee" releases students from the debilitating strictures of traditional instruction and restores to them a sense of confidence in their abilities as writers. Emotionally and academically equipped, students can take the composition field and win the war of words. ●

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The games English plays

Decoding: Below are two sentences using sound possibilities. Can you figure them out?

1. Au, set kagn eu cei, bai thu dapnx urlee leit . . . .

2. Jou kud ea scotgoun suit wun schine skwermeeng ghoti?

(*Answers*: 1. Oh, say, can you see, by the dawn's early light . . .
2. How could a shotgun shoot one skinny squirming fish?)

Reserves: How many spellings can you think of for these sounds?

"oy" as in boy
"aw" as in law
"ou" as in house
"u" as in put

Triplets: Triplets are three differently spelled words having the same sound. Here are a few:

to/two/too
pare/pair/pear
there/their/they're
write/rite/right
sight/cite/site
rain/rein/reign

What others can you think of?

Fraternal Twins: Twins are two words or word groups that are spelled differently but sound the same. Here are some examples:

cereal/serial
kernel/colonel
inquire/in choir
status/stattice

Can you figure out others?

False Mirrors: Mirrors are words that look like they should rhyme, but do not. Two of them are:

daughter/laughter
ballet/wallet

What others do you know of?

Curtains: Curtains are words whose sound dramatically changes when you add a few letters to make a new word. Read the word that is outside of the parentheses first. Then read the new one made by adding the other letters. Here are several:

(fo)reign	(se)same	(fam'l)iar
(cl)early	(s)laughter	(con)science
(s)how	(r)anger	should(er)
(s)imply	(tho)rough	(com)promise
(rem)oval	iron(ic)	
(on)ion	(ba)gel	

Do you know of others?

Figure 4.

Search for New Editor of *English Leadership Quarterly*

NCTE is seeking a new editor of *English Leadership Quarterly*. In April 2001, the term of the present editor, Henry Kiernan, will end. Interested persons should send a letter of application to be received **no later than November 1, 1999.** Letters should include the applicant's vision for the journal and be accompanied by the applicant's vita and one sample of published writing. If applicable, please send at least one letter of general support from appropriate administrators at the applicant's institution. Do not send books, monographs, or other materials which cannot be easily copied for the Search Committee. Classroom teachers are both eligible and encouraged to apply. The applicant appointed by the CEL Executive Committee in March 2000 will effect a transition, preparing for his or her first issue in August 2001. The initial appointment is for four years, renewable for three years. Applications should be addressed to Carol Schanche, *English Leadership Quarterly* Search Committee, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Questions regarding any aspect of the editorship should be directed to Carol Schanche, E-mail: cschanche@ncte.org; (800) 369-6283, extension 3625. ●

Memberships Available in the NCTE Committee on Technical and Scientific Communication

A limited number of memberships in the newly reconstituted Committee on Technical and Scientific Communication will be available to interested members of the Council. Major functions of the committee will be to respond in timely fashion to NCTE members' needs concerning technical and scientific communication; to disseminate information on various aspects of technical and scientific communication to the NCTE membership; to help English teachers and teachers from other disciplines to acquire knowledge necessary to teach technical and scientific writing effectively; to provide a North American focus for interchange of ideas, pedagogies, and career information related to technical and scientific communication; to develop an authoritative bibliography for the discipline of technical and scientific communication; to coordinate and administer the Awards Program in Technical and Scientific Communication; and to exchange information about technical and scientific communication with other organizations and agencies, creating an awareness of NCTE's role in the field. If you would like to be considered for membership in this group, send a one-page letter by April 20, 1999, explaining your specific interest in the committee, relevant background, and your present professional work to: Administrative Assistant to the Secondary Associate Executive Director, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096.

Richard A. Meade Award for Research in English Education: Guidelines

The Conference on English Education is now accepting nominations for the 1999 Richard A. Meade Award for Research in English Education. Given in honor of the late Richard A. Meade of the University of Virginia for his contributions to research in the teaching of composition and in teacher preparation, the award recognizes an outstanding piece of published research in either preservice or inservice education of English/language arts teachers. Eligibility extends to published research of any length that investigates English/language arts teacher development at any educational level, of any scope, and in any setting.

June 1, 1999, is the deadline for this year's competition, which is open to studies published between January 1, 1997, and December 31, 1998. Nominations may be made by any member of the Conference on English Education or by self-nomination. Three copies of the published material must accompany the nomination. Send nominations to CEE Richard A. Meade Award, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Results will be announced during the 1999 Annual Convention of NCTE

Call for Manuscripts

Guest editor Jeanne Gerlach is seeking manuscripts for the February 2000 *ELQ* issue on **Leadership Involvement and Family Literacy.**

How can school leaders become involved in intergenerational literacy, programs, and activities that link schools, families, and communities? Topics might include:

- How can leaders promote efforts to accurately access family literacy levels and current family literacy activities?
- How can school leaders help teachers, parents, and community work effectively to create networks for intergenerational literacy (teachers and parents as reader groups, etc.)?
- How can school leaders help to provide intervention strategies to foster intergenerational literacy (parent training, student home literacy projects, community outreach, etc.)?

In order to impact children's literacy, we, as school leaders, must work to link the home and community with the school in a network of literacy learning that values and reflects the cultural and linguistic diversity of the community and that can positively impact the literacy of children and family members. How can we do it most effectively?

Send manuscripts by October 15, 1999, to: Dr. Jeanne Gerlach, Dean, School of Education
University of Texas at Arlington, Box 19227, Arlington, TX 76019
E-mail: gerlach@uta.edu; Phone: (817) 272-5476; Fax: (817) 272-2530

Call for Manuscripts—Future Issues

The *English Leadership Quarterly*, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–5,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, firsthand accounts of successful department activities are always welcomed. Software reviews and book reviews related to the themes of upcoming issues are encouraged.

A decision about a manuscript will be reached within two months of submission. The *Quarterly* typically publishes one out of ten manuscripts it receives each year.

Surveys of our readers reveal these topics of interest: leadership studies, class size/class load, support from the business community, at-risk student programs, integrated learning, problems of rural schools, and the whole language curriculum philosophy. Short articles on these and other concerns are published in every issue. In particular, upcoming issues will have these themes:

August 1999 (deadline May 15, 1999)
More Ways to Implement Innovations

October 1999 (deadline June 15, 1999)
Action Research Insights

February 2000 (deadline October 15, 1999)
Leadership Involvement and Family Literacy
Guest editor: Jeanne Gerlach (see call, p.11)

Guest Editors invited—If you would like to edit an issue of the *English Leadership Quarterly*, contact Henry Kiernan for details.

Manuscripts may be sent on 3.5" floppy disks with IBM-compatible ASCII files or as traditional double-spaced typed copy. Address articles and inquiries to Henry Kiernan, Editor, *English Leadership Quarterly*, West Morris Regional High School District, Administration Building, Four Bridges Road, Chester, NJ 07930; phone 908-879-6404, ext. 281; fax 908-879-8861; e-mail kiernan@nac.net. ●

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